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The Friendly Call of Christmas

LESTER K. ADE

Superintendent of Public Instruction



F all our splendid festivals, Christmas awakens the strongest and most heart-felt associations. During this Season, the tone of solemn feeling blends with conviviality and lifts the spirit of man to a state of hallowed enjoyment. While expressed in an almost endless variety of forms, this friendly Christmas sentiment remains the same year after year. It is an eternal principle that has grown with Christian civilization during almost twenty centuries; yet the celebration of the Anniversary of the Birth of our Faith shows no sign of decrepitude. Its spirit remains ever alive and sacred to lasting faith and friendship.

EMBLEMS OF CHEER

Christmas, through its beautiful emblems of peace, friendship and benevolence, has brought joy to the hearts of many generations. Carols of children have warmed the hearts of millions of mankind. Altars decked with lighted candles have inspired reverence in the hearts of men. Wreathes of holly and evergreen have struck a note of deep appreciation of nature. Yule logs and chimney fires have cast a hallowed glow about the hearthstone of homes. Gifts and the exchange of greetings have quickened kindly feelings wherever Christmas is celebrated. Through these symbols of gladness, happiness is brought to folks each year in the joyful ceremonies and rituals of this significant season.

PERPETUAL MEANINGS

During the yule-tide season humanity catches a vision of the larger relations of life. Here the fullest meanings are revealed. Fading memories and half forgotten associations are revived. For the aged in feeling, there is refreshing gaiety; for the worn in sentiment, there is new inspiration; for the infirm of imagination, there is the romance of tradition; and for the heavy heart, there are the comfort and consolation of friendliness and cheer. Christmas is not merely a mile mark of another

year, but an event of deep human significance which stirs us to self-examination and imbues us with a desire to make somebody happy.

KINDRED TIES

Through this great holiday we are reunited to our forebears. We shuffle off the provincial narrowness of a single age and join the unbroken continuity of human history. Christmas is a season for gathering together and strengthening family connections. It draws closer together kindred hearts which daily cares are continually casting loose. An ever-lengthening line of Christmas fires has lighted the hearts of many generations. Like a great truth, it binds the fleeting years into a wholesome unity.

GOODWILL

Dominating every Christmas activity is the ideal of peace and goodwill. This Anniversary reminds us annually of the beautiful story of the Origin of our Faith. At Christmas we become keenly conscious that in an age of practical sagacity the world at heart is humane. The most worldly wise are moved to tenderness by the spirit of Christmas. In the presence of the large hospitality of the Christmas fire before which kings and beggars bask together, every human faculty finds a place. There is room for every gift and grace. Sentiments tender and reverent fill the hearts of all, and free reign is given to fancy, humor, and companionship.

ENDURING SPIRIT

Through this one day of three hundred sixty-five detached from its ancient history, humanity receives inspiration that sustains the spirit throughout the year. The force of this celebration of centuries rekindles old fires and arouses a spirit that overflows in an unbroken stream across the years. No greater tribute can be spoken to one during the Christmas season than this. "He knew how to keep Christmas well." May this plain tribute be said of all at the friendly call of Christmas in 1937.

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

Pennsylvania Ratification Day—December 12, 1937

150th Anniversary of Commonwealth's Acceptance of the Constitution Observed This Month

Four significant anniversaries pertaining to the Constitution of the United States fall close together between 1937 and 1939:

September 17, 1787—Constitution Was Signed in Philadelphia.

December 12, 1787—Pennsylvania Ratified the Constitution.

June 21, 1788—Adoption of Constitution Was Assured.

April 30, 1789—First President Inaugurated Under the Constitution.

The Constitution of the United States is one of the greatest documents ever created by the mind and hand of man. It incorporates the fundamental principles on which our nation has risen to its present greatness. It was created for this purpose. It was the intention of its authors that it should serve the people. And it must continue to provide the fundamental framework upon which we continue to build America.

The Spirit of Liberty

To obtain liberty and freedom our forefathers wrote the Declaration of Independence and fought the Revolutionary War. To guarantee liberty and freedom they wrote the Constitution. To express their love of liberty and freedom they sang "America" which mentions liberty and freedom six times.

Freedom and liberty were in the blood of our forefathers. In this spirit of freedom and liberty, "we, the people," in our Constitution, established the United States as the first government in history in which the true principles of democracy were fully applied. In our Constitution, we enumerate the powers which we bestow upon the government. We make it a limited government. We define its authority. We distribute its power among three branches of government. We incorporate a "Bill of Rights" and we declare that all powers not granted to the government by our Constitution are reserved to the states or to the people. Thus the spirit of freedom and liberty in the blood of all Americans is forcefully stated in the Declaration of Independence and subsequently in our Charter of Liberty—The United States Constitution.

Early Enlightenment

The colonial American learned to watch with vigilant eye the development and functioning of his representative assemblies. It was in the early colonial colleges, few and far between—in Harvard, William and Mary, Princeton and Yale, that the foundations were laid for that study of constitutional government which since has been the political safeguard of the American people. In 1751 an academy which Benjamin Franklin had proposed was opened in Philadelphia, the germ of the great University of Pennsylvania.

These early American institutions to no small extent produced the brains which freed America and created from raw material the conception of the American system of constitutional government under which the United States of America has grown into a mighty land of liberty and plenty.

True Americanism is inseparable from good citizenship. The present celebration of the Sesquicentennial of the Constitution means a rebirth of true Americanism, of a fresh advance of allegiance to national duty, of renewed resolution to improve American character, and of determination to get the substance of Americanism rather than content ourselves with the shadow.

Pennsylvania's Part

No delegation played a more significant role in that able assemblage than that from this State. Individually and collectively these men contributed much of the far-seeing wisdom which solved the problem of the future organization of the Republic in such fashion as to guarantee stability and permanence. In Philadelphia, on September seventeenth, 1787, they, with their fellows, signed this document and sent it to the respective states for ratification.

Immediately following the publication of the proposed frame of government, Pennsylvania took vigorous steps for approval. Through the energy of its leaders, this Commonwealth became the second State to ratify the instrument and the first of the large states to approve. Consequently, it is singularly appropriate that the Commonwealth of Pennsylvania, the Keystone State, be as fervent and faithful in leadership in these anniversary proceedings as were the makers and framers of the Great Charter of the Republic, a century and a half ago.

May I call to your attention here the services of Pennsylvania's eight distinguished sons, who, during the summer of 1787, at the old State House of Pennsylvania, now known as the Hall of Independence, joined in Convention with the eminent representatives of the other sovereign States in the labors of those troubled weeks: The aged Franklin, renowned as a diplomat and schooled in all arts of government; Robert Morris, a financier and man of affairs; James Wilson, great lawyer; Gouverneur Morris, largely responsible for the final draft of the document; Jared Ingersoll, Thomas Mifflin, George Clymer and Thomas Fitzsimmons.

Educational Values

One of the first considerations in the Constitution Sesquicentennial Celebration is the educational opportunities afforded by the celebration. By stressing the historical and educational character of this observance immeasurable social values accrue.

(Continued Page 5, Column 2)

New Faces on Department Staff

ROBERT E. McKEE

Adviser, Division of Industrial Education

The position of Adviser in the Division of Industrial Education of the Department of Public Instruction has been filled by the appointment of Robert E. McKee, of Etna, Allegheny County. Mr. McKee attended the public schools of Etna from 1911-1923 and was graduated from the secondary school of that community in the college preparatory department. Following his public school preparation, he entered the Slippery Rock State Teachers College to prepare for a career in the field of secondary education. After completing three years work in that Institution and receiving a teachers certificate, he enrolled in the University of Pittsburgh where he studied teaching and administration. He was granted the Bachelor of Arts and Master of Education Degrees from that Institution.

During the past ten years, Mr. McKee has divided his time between advanced professional study at the University of Pittsburgh, and serving as teacher and superintendent of schools in the West View School District. He had been Superintendent of Schools of that community for five years when he accepted the call to the position in Harrisburg.

His work in the Department of Public Instruction brings him in contact with school districts and other agencies which are concerned with providing educational opportunities for industrial candidates. In his capacity as Education Adviser, he keeps in close contact not only with school officials but with employers, employment agencies, and business organizations in order to determine current employment needs in the various areas of the State. He coordinates the program of the Department with that of local areas with respect to industrial education.

The principal objective of his office is to develop plans and programs of instruction including housing facilities, organization of classes, and providing teachers to serve the needs of the youth and adults with respect to industrial education.

SYLVESTER K. STEVENS

State Historian for the Pennsylvania Historical Commission

The newly appointed State Historian for the Pennsylvania Historical Commission is Sylvester K. Stevens, of State College, Centre County, Pennsylvania. Born in Potter County, Mr. Stevens acquired his early education in the public schools of Harrison Valley graduating from the secondary school of that community in 1922. The following fall he entered Pennsylvania State College to complete his undergraduate studies and was awarded the Bachelor of Arts and Master of Arts Degrees in 1927. Since that time he has pursued advanced studies at Columbia University. Before coming to the Pennsylvania Historical Commission in the Department of Public Instruction, Mr. Stevens had been for eleven years instructor and associate professor of history at Pennsylvania State College.

(Continued Page 5, Column 3)

EXECUTIVE OFFICE—Continued

State Council of Education Approves Two New Certificates for Teaching

Result of Rapid Growth of Classes In Adult and Extension Education

As a result of rapid growth of classes in adult and extension education in Pennsylvania, the Department of Public Instruction has developed two new types of teachers' certificates for the approval of the State Council of Education. The new certificates are to be granted to teachers in these two fields upon giving evidence of proper qualifications.

New Certificate for Vocational Extension Teachers

Increased demands on school districts for classes in vocational agriculture, home making, and industrial education have created a resulting demand for teachers specially qualified in these fields of work. In the belief that there will be a continuous and consistent growth in this type of educational service, and with the thought that instruction in these important activities should be given by competent persons, the Department of Public Instruction has recommended to the State Council of Education that it be given authority to issue a new Vocational Extension Certificate. It is important that these extension classes, in which adults are largely enrolled, should be taught by teachers who have an academic education as well as a basic preparation for the type of work they must do. Enrolled in these classes are adults and young people who are out of school.

This certificate is issued by the State Superintendent of Public Instruction on the request of the local county or district superintendent to an applicant who has six years of practical or trade experience in the vocational field to be taught. It is valid for one year, and may be renewed for additional periods of a year upon a proper rating of the candidate's service, and on the satisfactory completion of additional education that may be prescribed by the Department of Public Instruction.

The new certificate is not made permanent, but converted into one of standard grade when the holder qualifies for a higher type of license. It is issued only for teaching vocational extension classes in agriculture, home making, and industrial education.

While permanent certificates to teach vocational activities are not affected by the new regulations, it is the intent that all new certificates shall conform to the higher qualifications prescribed by the State Council of Education.

Certificates for Teachers of Adult Classes

The rapid and widespread growth of adult education in Pennsylvania has created a demand for teachers especially qualified to

carry on the work in this relatively new field.

With the belief that all persons engaged in this type of teaching should have not only an understanding of this important work but of its relationship to the general education program of the State, the Department of Public Instruction has recommended to the State Council of Education the creation of a Temporary Extension Standard Certificate. The Department further recommended that the Council should formulate standards of education on the basis of which this certificate is to be issued.

The expression of special interest fields in the school districts throughout the State comprises such activities as citizenship education, parent education, family relationships, home making, home nursing and hygiene, child development, and mental hygiene. The need for qualified teachers in these fields has been a problem for the Department of Public Instruction. Many large cities have developed adult recreation classes, covering a wide range of interests such as, community center supervision, playground administration, handicrafts and other similar extension activities. Workers' education and adjustment counselling are other popular fields in which very few teachers have had special preparation.

The new certificate is to be issued by the Superintendent of Public Instruction upon the request of the county or district superintendent under whose authority the applicant is to teach. It entitles the holder to teach these special interest fields in the designated county or district for a period of one year.

Applicants for the new certificate must hold a standard certificate to teach in either the elementary or secondary schools, or must have completed two years of post secondary school education, or its equivalent. This certificate may be renewed for a period of one year upon satisfactory evidence by the candidate of the completion of approved required special education. These regulations govern the certification of teachers for the Adult Education Program and do not relate to the certification of full-time teachers of children of school age.

The Temporary Extension Standard Certificate will cover the immediate needs for the certification of teachers in this field. Committees are now at work studying the matter of what experience and education should be recommended for the renewal of the Temporary Extension Standard Certificate and the requirements for making it a permanent certificate.

Keeping People Informed About School

EUGENE P. BERTIN

Principal Public Information Editor

To promote the cause of education, the systematic dissemination of useful information about the school is indispensable in a democracy. Through a public information program cooperative relations between the general public and the school authorities can be established and maintained for the effective execution of educational plans and policies. Such vital public relations can be accomplished in a variety of ways: through the use of information bulletins, various special and statistical reports, the public press, public speakers, radio addresses, organized committees, educational conferences, and numerous social and civic services of the community.

Support Depends on Public Interest

The effective management and efficiency of a public school system with regard to both attendance and support are determined to an appreciable extent by the degree of public interest in the schools. Such interest can evolve only from a feeling on the part of the public that the school serves a civic need; and such a feeling can prevail only insofar as the people know and appreciate the functions and operations of the school system. Accordingly, it is an integral part of an education program to keep the people informed about school in a regular and continuous manner.

Important Principles of Public Information

Several significant principles operate to make a program of public information effective. Information about new developments should be given out far enough in advance that the people may have time to evaluate their possibilities before being asked to support the same. This is especially true in such a matter as a new building plant for a school district. School officials must realize that needs which seem obvious enough to them, may not be obvious to the citizens of a community. The public is entitled to adequate information on school questions.

It is also important that members of a community should be kept informed of all phases of the public school program. Publicity on athletics, debates, music, and contests is important; but the development of additional building facilities, the provision of new equipment for the school, the financial progress of the school district, the status of attendance and enrollment, and the professional preparation of the members of the staff, are likewise of interest and importance to both the school system and the citizenry.

Annual School Report a Valuable Device

The Annual School Report can be made of inestimable value in the dissemination of public information provided it is prepared in a form easily understood by the general reader. Not only should the language be easily understandable, but such devices as photographs, diagrams and graphs should illuminate the text of the reports.

EXECUTIVE OFFICE—Concluded

Fire Drill Saved Students In
Slippery Rock FireCollege Women Owe Lives to Rigid
Regulations

Only effective fire drills and other protective practices in the college could have saved the 250 young women in the dormitory when it burned to the ground recently in the middle of the night. This disastrous fire that destroyed North Hall of the State Teachers College, October 16, had all the potential elements of a major catastrophe.

Good administration accounts largely for the fact that loss of life was prevented, and not a single student or employe injured. The fact that regular fire drills were held at the institution and that students were familiar with the location of all exits and means of escape, together with specific instructions in how to conduct themselves in such an emergency, re-affirms the judgment that there should be no relaxation of the present rigid regulations and practices with reference to fire drills. Systematic fire drills must be insisted upon and careful instruction continued at the State Teachers Colleges.

The conduct of the students, the faculty, and employes of the State Teachers College at Slippery Rock, is convincing evidence of Governor Earle's policy and announced program, that extraordinary care must be taken in all State institutions to guarantee safety of life and property, said the State Superintendent.

In a communication to the heads of State institutions of education, Superintendent Ade urged them to maintain a continual inspection service with reference to fire escapes, fire hazards, fire drills, unnecessary accumulation of waste, panic bolts, and all other factors that contribute to the safety of human life and property.

Building Character Is Highest
Aim of Education

A teacher who presents the proper inspiration to sturdy character will help the student to the correct appraisal of values in his daily living. Unless one has this correct scale of values, an education might prove to be very dangerous, for an educated weakling is a disappointment quite as much as an educated rogue is a menace.

Character is caught and not taught. This shows the importance of the teacher's possessing it first of all. The teacher who gives prime consideration to the building of character in pupils will emphasize the cultural side of life. If every child could daily hear a little music, read a little poetry, and see a fine picture, an everlasting appreciation of beauty would be developed. It has been truly said that "It is the function of education not to enable us to earn our daily bread so much as to sweeten all of our bread."

The teacher from whom character is caught will emphasize the fact that the making of money is not the sole measure of achievement. Anything that can be lost as easily as fortunes is hardly sufficient to be the chief motivating desire of an individual. A contribution toward character will be made with the proper emphasis upon sheer honesty. It is therefore upon the character of people in places of responsibility that we ultimately depend.

SCHOOL DISTRICTS
RECEIVE FLAG CODES

Every pupil enrolled in the eighth grade of the schools of Pennsylvania according to the provisions of Act 194, is to receive a copy of the Flag Code this year. In order to fulfill the educational purposes of this new law, Dr. Lester K. Ade, Superintendent of Public Instruction, is communicating with every county and district superintendent of the Commonwealth suggesting that these school officials provide every eighth grade pupil with a Flag Code.

In order to facilitate this new responsibility of the superintendents throughout the State, Doctor Ade enclosed with the letter a sample copy of the Flag Code and suggested several sources from which superintendents, supervising principals, and school board secretaries might procure sufficient numbers of the Code for distribution among the pupils of the eighth grade of their respective districts.

Superintendent Ade Sends Letter

Following is a part of the letter which Doctor Ade addressed to the superintendents:

"A sufficient number of copies of the Flag Code are being sent to you for distribution to principals or to school board secretaries in each of the school districts under your jurisdiction. The purpose is to provide them with samples of one of the available Flag Codes with a view to their providing every pupil enrolled in the eighth grade of the public schools in their respective districts one copy of the Flag Code, as required by Act 194.

"Sources from which copies of the Flag Code may be obtained are the National Americanism Commission of the American Legion, Indianapolis, Indiana; the United States Flag Association of Washington, D. C., and the National Society of the Daughters of the American Revolution, Washington, D. C. Your principals or school board secretaries should be advised that additional copies of the Code may be obtained from any of the sources indicated.

Sincerely yours,

LESTER K. ADE

Superintendent of Public Instruction

PENNSYLVANIA RATIFICATION DAY

(Concluded from Page 3, Column 2)

In this interpretation the schools of our nation will have a significant role. It will be the teachers' privilege to carry the message of the Constitution and lessons of good citizenship to the youthful citizens of our republic. A coveted opportunity is given to school administrators to guide the thoughts and activities for the celebration, not only of teachers and students but of the community through contact with parents and educational groups. Unlimited possibilities for reawakening interest in the Constitution and its formation will be found in every community. Teachers and parents will have an important part in stimulating interest in the true principles of government set forth in the Constitution.

NEW FACES ON DEPARTMENT STAFF

(Concluded from Page 3, Column 3)

JOHN A. SHEFFER

Senior School Business Adviser

John A. Sheffer of Gettysburg has been appointed to the position of Senior School Business Adviser in the Bureau of Administration and Finance of the Department of Public Instruction.

Mr. Sheffer received his elementary education in the public schools of Stoverstown, and his secondary preparation in the schools at Spring Grove and York. After graduating from the York Secondary School in 1917, he entered Gettysburg College graduating in 1922 with the Master of Science Degree.

His first professional experience was gained at Gettysburg College where he served as Assistant Professor of Chemistry from 1922-1934. During the past four years he has been employed as teacher and supervisor of Adult Education under the Works Progress Administration Program. He was serving in this capacity at the time of his appointment to his new work in the Department of Public Instruction.

THOMAS M. MALIN

York County Vocational Education Adviser

Thomas M. Malin, of Dillsburg, York County, has been appointed to the position of Adviser of Vocational Agriculture to succeed Raymond E. Culbertson. Mr. Malin was born in Media, Delaware County, Pennsylvania and received his public school education in the elementary and secondary schools of his home community.

His preparation for a career in agricultural education was obtained at Pennsylvania State College where he received the Bachelor of Science Degree in Agricultural Education and in Dairy Husbandry.

During the past ten years or more Mr. Malin has been engaged as teacher and supervisor in the public schools of the State. Among the schools which he served in these capacities are the secondary schools of Collingdale, Newark, Fannettsburgh, and Dillsburg. In all except the first, his work consisted largely of vocational agriculture. He was occupying the position of Supervisor of Vocational Agriculture in the Secondary School of Dillsburg when he accepted the appointment as York County Vocational Agricultural Supervisor.

JUNE S. MILLISON

*County Adviser of Home Economics in
Crawford County*

The newly appointed County Supervisor of Home Economics for Crawford County is Mrs. June S. Millison, of Cambridge Springs.

Mrs. Millison, who was born in Ligonier, Westmoreland County, attended the public schools of that town completing the secondary grades in 1924. The following year she entered Pennsylvania State College and specialized in the field of Vocational Home Economics. She was awarded the Bachelor of Science Degree in that Department in 1929.

Since her graduation from State College, Mrs. Millison has been engaged as teacher of home economics in the Steuben-Townville and Cambridge Springs Schools—serving seven years in the former place and one year in the latter.

Administration and Finance

DR. CLARENCE E. ACKLEY
Director Bureau Administration
and Finance

New School Transportation Laws Aim At Safety and Efficiency

Improved Vehicles and More Equitable Reimbursements Assure Better Service For Pupils

RAYMOND W. ROBINSON
Chief, Division of Consolidation and Transportation

Several new laws of the 1937 Session of the General Assembly are aimed directly at greater safety and efficiency in the operation of some 4,000 vehicles which daily transport approximately 100,000 pupils to and from school. The new Acts relate not only to the physical standards which must be met by the conveyances themselves, but to the purposes to which school buses may be used, the reimbursement of districts for money spent for their operation, the removal of exemptions from attendance because of a lack of transportation, the transportation of pupils on school journeys of an educational nature, and the liability insurance coverage on vehicles.

More Modern Vehicles

To assure modern, efficient, and safe hauling of pupils, Act 447, stipulates the following requirements concerning the construction of school buses:

1. Body shall be of all metal construction of closed type; shall have one compartment;
2. Exhaust system shall be so constructed that exhaust gases will be kept out of the body of the school bus;
3. There shall be an entrance door of the "jack-knife" or "Safety Split" type, at least twenty-four inches wide, to the right of the driver and under the control of the operator;
4. There shall be an emergency exit door at least twenty-two inches wide on the rear or on the left side near the rear, which may be quickly released, this door to be labeled "Emergency Door" both inside and outside in letters at least three inches high;
5. Rear windows must be stationary, side windows must slide up and down and be protected by a guard to a sufficient height to prevent the extension of hands of children while seated;
6. There shall be a minimum lineal seating space of twelve inches provided for each elementary pupil and fourteen inches for each high school child; all cross aisles shall have a width of at least twelve inches; all longitudinal aisles between facing seats must be not less than eighteen inches, all seats shall have spring cushions; all back rests shall be well padded; all seats and back rests shall be securely fastened to the bus body;

(Continued Page 7, Column 3)

Farm and Domestic Service Permits Issued to Pupils

Attendance Figures Reported In State Study

DR. DONALD P. DAVIS
Chief, Division of Child Accounting and Research

A recent state-wide study conducted by the Department of Public Instruction reveals practices among the school districts of the Commonwealth with regard to the issuance of Farm and Domestic Permits as well as significant attendance data.

Farm and Domestic Service Permits

Farm and Domestic Service Permits, issued under the provisions of the School Laws of Pennsylvania, are used by school officials to excuse children from attendance under certain conditions to do farm or domestic service. Conditions under which these permits have been granted formerly stipulate that the child must be between fourteen and sixteen years of age, must have completed at least the sixth grade of the public school, and must have furnished from the parents such evidence to show that the services of the child are required as a matter of necessity and not merely as a convenience.

When these requirements have been met, the school board or its deputized official, who may be the district superintendent, supervising principal, or some other school official, issue a permit if the reason seems sufficiently urgent. The extent to which these permits have been issued in the school districts of the Commonwealth may be understood from the following table which has been compiled from the reports of 1,250 school districts received by the Department of Public Instruction during the latter half of the year 1936.

Class of District	Net Enrolment	Number of Permits Issued Per 100 Pupils		
		Farm	Domestic	Total
First Class	399,536	....	.1	.1
Second Class	247,921	.05	.6	.65
Third Class	398,882	.07	.6	.67
Fourth Class	888,500	2.3	1.8	4.1
TOTAL.....	1,934,839	.66	.8	1.46

From the above table it is evident that independent school districts of the second and third classes issue relatively few permits to excuse children for farm work. In fact, the number of permits in school districts of the fourth class to excuse children from school to do farm work is more than thirty-three times the number issued in school districts of the third class. More than half of the school districts reporting issue no permits to excuse children for farm and domestic service.

The thirteen counties issuing the greatest number of permits for every 100 pupils from fourteen to sixteen years of age were all agricultural counties extending from the south central portion of the State, northwestward to the central part of the State, except one eastern county, where both agriculture and manufacturing are important industries.

Children fourteen and fifteen years of age are excused from school to do farm and domestic work to a far greater extent through the rural communities and small towns of the State than is the case in urban centers. This holds true for domestic service as well as for farm work, but to a lesser degree.

It seems evident that permits are issued with less precaution in some counties than others. It would appear fully justifiable for permits to be issued to the same extent in counties with similar types of occupations. However, such is not the case, but apparently this is governed by the attitude of the populace toward the problem.

Attendance

In addition to the information on the issuance of Farm and Domestic Permits to pupils, the state-wide study of the Department of Public Instruction disclosed significant data with respect to enrolment, attendance and tardiness. Absence from school, in Pennsylvania, is generally classified in ten categories, several of which are permissible by law, while three types are illegal. Some of the reasons are beyond the control of school officials, parents and children. It is likewise true that the responsibility for some absences rests with the child and his parents, while school officials may be properly held accountable for others. It is the concern of the Department of Public Instruction as well as of all others interested in public education to reduce absences to a minimum.

The following table showing the status of attendance in the Commonwealth has been compiled from the reports of 174 school districts under the supervision of district superintendents, and 11,034 from districts under the supervision of county superintendents, making a total of 11,208 reports as of January 31, 1937.

(Continued Page 7, Columns 1 and 2)

ADMINISTRATION AND FINANCE—Continued

Department Aids School Directors To Organize New County Boards

Suggestive Steps Outlined

To assist county superintendents in their new responsibility of leadership in the organization of county boards of school directors, as provided in Act 157, the Department of Public Instruction has communicated with these officers outlining a suggested procedure for achieving this purpose. More than a half-dozen definite steps have been proposed for the use of county superintendents and school directors in effecting a permanent organization.

The Letter stated in part:

In the creation of the first Board of county school directors' in accordance with the provisions of Act 157, I would suggest that the business be disposed of in some such sequence as is indicated in the following steps.

ON THE FIRST DAY OF THE MEETING:

1. Have someone who is thoroughly familiar with all the details of the Act. devote about forty minutes to a careful explanation of its provisions, stressing especially the qualifications which should be possessed by first members of the new board.
2. Following the explanation, devote at least thirty minutes to the answering of such questions as may be presented by members of the association.
3. Have the chairman name a nominating committee of the best qualified members.
4. In the presence of the association, instruct the committee to nominate at least two for each of the five positions on the board. The one receiving the highest vote will be designated as president of the new board.
5. After the report of the committee has been made, other nominations can be made from the floor.

ON THE SECOND DAY OF THE MEETING:

1. Prepare for the convenience of the membership a printed or mimeographed ballot containing the names of the candidates and at the proper time in the meeting, conduct the election.
2. Be sure that a proper record of the results is made on the minutes of the association and proceed to qualify the new members in accordance with the provisions of the Act, namely:
 - a. Administer the oath of office.
 - b. Immediately after administration of the oath and in the presence of the association have each member draw lots for determination of the length of term that he shall serve.
 - c. Be sure that the minutes of the association meeting record properly the results of this drawing.

AT THE SUBSEQUENT MEETING:

The county superintendent should see to it that proper provision has been made for a good minute book, and that as the first order of business at the organization meeting there should be written into the records a copy of the official transcript of the minutes of this meeting of the association showing the names of the nominees, the names of the successful candidates, and the length of term that each has drawn.

A further item of business which should be duly recorded would be the filing of the copies of the oath to which each member has subscribed before a prothonotary or notary public.

The county board is then ready to function in the same manner as any other board of school directors.

FARM AND DOMESTIC SERVICE PERMITS

(Concluded from Page 6, Columns 2 and 3)

Class of District	Net Enrolment	Tardy Marks Per 100 Pupils	Percentage of Attendance
First Class	399,536	37	91.3
Second Class	247,921	33	95.0
Third Class (Independent).....	398,882	26	95.5
Fourth Class	888,500	26	94.8
TOTAL.....	1,934,839	29	94.2

The highest percentage of attendance according to the above tabulations is in districts of the second and third classes. The amount of excused absences in the school districts of the second, third and fourth classes under the supervision of the County Superintendent and the lowest in independent school districts of the third class. It is also notable that unexcused absence is less prevalent in school districts of the second class, the amount of such absence in the third and fourth classes is twice the amount in districts of the second class.

The number of cases of tardiness per 100 pupils enrolled increases with the size of the school district.

FIRE PREVENTION AND PROTECTION URGED FOR SCHOOLS

Monthly Inspection Recommended In Interest of Safety

E. A. QUACKENBUSH

Chief, Division of School Business

Fire prevention and protection is the constant concern of every responsible school official, teacher and patron. To assure the safety of children on school premises a periodic inspection is urged. The suggested plan consists of a monthly survey of conditions by a group consisting of representatives of the teaching staff, the building custodian, a school director, and a member of the local fire department.

Carelessness and lack of forethought are the important factors in all school disasters. School officials must be fully aware of existing conditions in the schools and of the fundamental safeguards against fire and life hazards, if further catastrophies are to be averted. Only through constant supervision of the structural and maintenance conditions can the local officials be certain that their schools are safe. Periodic inspections of the school buildings with reports forwarded to the local Board of Education provide the best means for maintaining control over this important, but too often neglected, phase of school operations.

The inspection should take note of such factors and conditions as panic locks; fire escapes; flues, pipes and steamlines; metal containers for ashes and waste; oil supply lines; gas supply lines; accumulation of rubbish; polishing materials used; electrical wiring; fire extinguishers; fire hose; obstruction to fire escapes or windows; number and location of exits; direction of opening doors; projection booth; ventilation ducts; fire drill practices, etc.

The National Board of Fire Underwriters (85 John Street, New York City) has prepared a self-inspection blank for use of school officials in making this checkup. They have also made available a pamphlet entitled, "Fire Prevention and Protection As Applied to Schools."

NEW SCHOOL TRANSPORTATION LAW

(Continued from Page 6, Column 1)

7. Every school bus shall be orange in color and shall be labeled "School Bus" both front and rear in black letters not less than six inches in height;
8. Every school bus shall be equipped with a fire extinguisher placed within reach of the operator.

More Equitable Reimbursement

These improved conveyances, which must conform to the standards established by the State Council of Education, must be financed on a plan commensurate with their qualities. Accordingly, Act 483 provides for a revised schedule of reimbursement for districts on account of transportation expenses. The following table shows the rate of reimbursement to school districts for transportation according to property resources:

(Continued Page 13, Columns 1 and 2)

ADMINISTRATION AND FINANCE—Concluded

Ascertaining Salaries of Teachers Under New Law

Statement by Department Clarifies Clauses

D. EDWIN DITZLER

Adviser, Division of School Business

To aid and clarify the work of superintendents and school directors in operating their school budgets with special reference to the items pertaining to teacher's salaries, The Department of Public Instruction, released the following letter to school officials:

Act 486, July 1, H.1055, specifies that all school districts in this Commonwealth shall, for the school year 1937-38 and thereafter, classify all teachers in accordance with the provisions of the Edmonds Act and the increments therein provided.

Responsibility of School Board

Under the terms of this Act it becomes the duty of each board of school directors to ascertain the rate of salary for each employe by proceeding as if the Edmonds Act had never been superseded for the two school years 1933-34 and 1934-35. The following examples will serve to illustrate the procedure for the determination of the proper rate:

Example

Third Class Districts

SECONDARY SCHOOL SALARIES			ELEMENTARY SCHOOL SALARIES		
Regular		Permissive	Regular		Permissive
1932-33	\$1200	.....	\$1000	.....	.....
1933-34	1300	\$1080	1100	\$900	.....
1934-35	1400	1080	1200	900	.....
1935-36	1500	.....	1300	.....	.....
1936-37	1600	.....	1400	.....	.....
1937-38	1600	.....	1400	.....	.....

These examples are for teachers entering the services of the district at the minimum required salary for 1932-33 in a district of the third class. For a teacher entering 1933-34 the obligation for 1935-36 would be \$100 less; for a teacher who had entered one year earlier the obligation for 1935-36 would be \$100 more, et cetera. Districts other than those of the third class will apply the same principle and will substitute the appropriate basic salaries and increments called for in Section 1210 of the School Laws.

Penalties Prescribed

This Act also specifies that, after July 1, 1938, the Superintendent of Public Instruction may withhold any appropriation due to any district which has failed or refused to comply with the provisions of the Act. This Department, under date of April 8, 1936, acting under advice from the office of the Attorney General notified each school district that the expiration of the special Act which authorized a temporary cessation of increments automatically imposed upon each district the obligation to restore all teachers to the rate of salary that they would have been receiving if the Act had never been superseded for the two-year period. In view of the fact that this advice was given at that time, we regard it our duty now to exercise the authority which Act 486 contemplated that we should exercise.

(Continued Page 9, Column 3)

Tuition Law Interpreted

Cases Cited of Students Who Seek Schooling Outside the Home District

ROY CLEAVER

Adviser, Division of School Business

Questions have been raised concerning the tuition status of certain pupils who desire to take vocational courses in districts other than the ones in which they reside.

In the interpretation of the provisions of law pertaining to offerings in vocational education, several specific problems arise with regard to obligations of the districts in which pupils reside and also in respect to the obligations of districts which maintain vocational schools or departments attended by non-resident pupils. Among these problems are the following:

1. Cases in which secondary school pupils desire to pursue vocational courses instead of regular academic courses.
2. Cases in which a pupil has completed as much of a four-year secondary school course as his district offers in the secondary school located within the district but elects to go to a vocational secondary school for a portion of his secondary school course when a full academic course has not been completed due to the fact that his district maintains a secondary school offering less than a full four-year academic course.
3. Cases in which the pupil has completed, at the expense of the district in which he resides, a full four-year academic secondary school course and desires to have his district make possible for him the obtaining of instruction in vocational education in addition to the four years of academic secondary school education which his district has provided for him.

The answer applicable in all of these instances is that set forth in Section 3412 of the School Laws, as amended by Act of Assembly of 1937 (Act No. 477, approved July 1, 1937), namely—

ANY RESIDENT of any district in Pennsylvania which does not maintain an approved vocational industrial, vocational agricultural, vocational home economics school or department, may make application to the school board of any other district for admission to such school or department maintained by said board.

THE SCHOOL DISTRICT in which THE PERSON RESIDES who has been admitted as above provided to an approved vocational industrial, vocational agricultural, vocational home economics, vocational high or vocational distributive occupational school or department maintained by another district SHALL PAY A TUITION FEE to be determined after the same manner provided for the high schools in Article XVII.

The solution of the problems growing out of cases of this type appears to be fairly definite. It is evident that a pupil is entitled to take either an academic secondary school course or a vocational secondary school course at the expense of the district in which he resides insofar as that expense involves costs of tuition.

PENNSYLVANIA 44-HOUR WEEK LAWS

A fair work day and week in high-g geared modern industry is necessary for the protection of health and reduction of unemployment. Workers, tired from long hours of work, become easy victims of industrial accidents. Lack of proper meal and rest periods injure health. Excessively long hours for some workers mean no work for others.

The majority of employers provide reasonable working hours, but these employers face ruinous competition from the unfair minority. The new standard of an 8 hour day, 44 hour and 5½ day week, set up by the Commonwealth of Pennsylvania, will protect fair employers and all employes.

Following are the principal provisions of the law:

When are the 44-Hour Week Laws effective?

The Women's Law became effective September 1, 1937.

The General Law became effective December 1, 1937.

What are the limits on working hours?

No employe may work more than 44 hours in any one week

8 hours in any one day

5½ days in any week of 7 consecutive days

5 hours without a meal or rest period of at least 30 minutes.

May an employe work for more than one employer?

Yes. But the total hours worked must not be more than 44 in any one week, or 8 in any one day.

What occupations are not affected?

Under the Woman's Law, nurses in hospitals, women employed in orphans' homes and industrial schools, agricultural field workers, domestic servants in private homes, and women over 21 years of age earning at least twenty-five dollars a week in executive positions are not affected.

Under the General Law

Agricultural workers, domestic servants in private homes, persons earning at least twenty-five dollars a week in executive positions or learned professions are not affected.

Who enforces these laws?

The Pennsylvania Department of Labor and Industry will enforce these laws.

The authorized representatives of the Department have full powers of inspection, investigation and prosecution.

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

Mental Examination of School Children In 1937 and 1938

New Law Effective In 1939 Necessitates Temporary Measures In the Interest Of Handicapped Pupils

DR. T. ERNEST NEWLAND
Chief, Division of Special Education

Since medical inspectors no longer may determine the mental adequacy of school children, and since there are not enough certified psychological examiners and public school psychologists, and since the services of many of the mental clinics are very heavily taxed, it has become quite necessary in light of Section 1413 of the School Laws, as amended by Act 478, that some temporary procedure for ascertaining the mental capacities of school children be developed and recognized.

Outline of Temporary Procedure

The Department of Public Instruction, therefore, recommends the following general procedure:

1. Elementary school children should be given at least one good intelligence test by someone in the system who has had fairly recent work in testing. In most instances this will mean the use of a group test, but this should not be construed to mean the displacement of the use of properly administered individual mental examinations. If possible, a verifying group examination could well be given a week, a month, or a year later.
2. Children who scored sufficiently low on the first test to be considered as candidates for special class education (I. Q. 80-85 to 50 or thereabouts) should be given a second test for verification purposes. Those who score consistently low on both tests can reasonably be provided with special class facilities.
3. In cases where inconsistent results occur, an attempt should be made to ascertain the cause or causes. Other evidence, such as the child's performance on objective achievement tests, teachers' judgments as to the child's educability and emotionality, and evidence concerning the child's seeing and hearing acuity as well as his general physical condition, can profitably be used in such cases. In some instances, it may be necessary to have the child examined by a properly qualified person or in an approved mental clinic.
4. If the placement of any child in a special class by means of this procedure results in complaints from the parents or guardians, the principal or superintendent should willingly have the child examined individually by proper persons, if that has not been done, and returned to the regular classes if the findings warrant such a transfer.

These suggestions are not mandatory in any sense, especially where similar or more valid methods are already in use. The spirit of these suggestions embodies the desirability of objective bases for diagnosis and the recognition of the importance of the individual child.

Regular Provisions Effective 1939

When the county supervisors of special education, who will be certified public school psychologists, are appointed in 1939, and when more districts employ, either singly or jointly, persons who are properly qualified to do psychometric work, provisions such as these will, generally speaking, no longer be necessary. When this psychometric service is made available, or when it is possible otherwise to provide more thorough mental examinations of school children, the procedure suggested here will no longer be considered adequate. One of the first responsibilities of the county supervisors of special education will be the psychological examination of those special class children who have not had such an examination.

Early Mental Measurements Important

It is extremely important that each child's mental capacity as well as his emotionality and physical condition, be ascertained as early as possible in his school life. Good group intelligence tests are available for use in the first half of the first grade and can very profitably be used there. The different reading readiness tests that are now available make appropriate educational guidance increasingly feasible. There is no excuse for letting a child fail two or three years before an attempt is made to do something for him.

While it is true that there are factors other than intelligence which may be basic causes of pupil failure, the fact remains that most failures occur due to inadequate mental capacity. It is true that our present group intelligence tests are not perfect, but it is also true that such devices constitute a distinct improvement over, or at least a worthwhile addition to, the subjective judgments of proud parents, or of hurried physicians, or of harassed teachers. Errors in measurement will occur, but one should keep in mind the fact that children will not score higher than they can or should score, within the range of knowable error on dependable tests, but that a number of factors may cause them to make low scores which would fail to indicate their true capacities.

It is a rare school system that does not have in either the administrative or the teaching staff, one or two persons who have had some recent work in the administration of tests. If this work is done by conscientious persons who can get the children to respond with a minimal amount of fear, the results should be reasonably dependable.

tious persons who can get the children to respond with a minimal amount of fear, the results should be reasonably dependable.

Approved Mental Clinics Available

Whenever possible or necessary, the facilities of approved mental clinics should be used. The following mental clinics were recently approved by the State Council of Education:

- The Allentown State Hospital, and branches at Bethlehem, Easton and Pالمerton
- The California State Teachers College Mental Clinic
- The Danville State Hospital Clinic, and branches at Bloomsburg, Hazleton, Lock Haven, Mt. Carmel, Shamokin, Sunbury and Williamsport
- The Indiana State Teachers College Psycho-Educational Bureau
- The Institute of the Pennsylvania Hospital
- The Norristown State Hospital Clinic, and branches at Bristol, Chester, Coatesville, Doylestown and Jenkintown
- The Pennsylvania State College Psycho-Educational Clinic
- The Pittsburgh Child Guidance Center
- The Temple University Psychological Clinic
- The University of Pennsylvania Psychological Clinic
- The University of Pittsburgh Psychological Clinic
- The Warren State Hospital Clinic, and branches at Bradford, Clearfield, Corry, Coudersport, DuBois, Erie, Kane, Philipsburg, Ridgway (and St. Marys) and Spencer

Others will be added to this list as soon as they can be visited and recommended for approval. A number of properly certified individuals throughout the State can be employed on a per diem or a per capita basis for individual testing. Names and addresses of these people may be obtained by writing to the Division of Special Education, Department of Public Instruction.

ASCERTAINING SALARIES OF TEACHERS

(Concluded from Page 8, Column 1)

Appropriations will, therefore, be withheld after July 1, 1938, from those districts which have failed or refused to comply with the provisions of Act 486 with reference to the proper salary classification of teachers for the school year 1937-38 and thereafter.

Reports To Be Checked

The first check that this Department will make in an effort to ascertain the salary level paid to each teacher in your district is a check upon the official report which your district will transmit to this Department in November, 1937 when your district certifies the names and salaries of all teachers.

In making your regular monthly report, please indicate on the margin opposite each teacher's name the number of years (including the present year) that the teacher has been employed in this same school district.

INSTRUCTION—Continued

The Exclusion of Mentally Incapable Children In Pennsylvania

DR. T. ERNEST NEWLAND
Chief, Division of Special Education

The action taken by the State Council of Education at its October meeting on the permanent exemption from school of uneducable children should be of particular interest to public school teachers and administrators. It should be noted, however, that the statement of the new law and the regulations as to definition and procedure regarding an "uneducable" child do not replace, but rather augment other provisions concerning children who may be exempted or excluded from public school for physical reasons.

Section 1413 of the School Laws of Pennsylvania, as amended by the 1937 General Assembly, contains the following paragraph:

"Any child who is reported by an approved mental clinic or by a person who is certified as a public school psychologist or psychological examiner as being uneducable in the public schools may be reported by the board of school directors to the Department of Welfare in accordance with regulations approved by the State Council of Education. After any such board shall have thus reported any child, it shall be relieved of the obligation of providing education for such child. The Department of Welfare shall thereupon arrange for the education and training of such child."

Definition of "Uneducable"

The State Council of Education approved the following characterization of uneducability from the standpoint of mental capacity:

"The standards to be used by the school psychologist, psychological examiner, or mental clinic in finding a child uneducable, and by the Division of Special Education in approving a report of a child, shall be as follows:

1. The child must have an intelligence quotient of less than 50 as obtained on an individual examination, or
2. The child must have an intelligence quotient between 50 and 69 and must have shown in an approved special class his inability to learn to support himself in a favorable environment, or
3. The child must have an intelligence quotient of less than 75, and must have shown behavior symptomatic of his permanent inability to learn to maintain himself, without supervision, in a favorable environment."

Procedure to Follow in Exclusion Cases

As a further means of instrumenting the law, the State Council also approved the following procedure:

"Before a board of school directors is relieved of the obligation of providing education for a child who is un-

educable in the public schools, and before such child is permanently exempt from the provisions of the compulsory school attendance laws, the following procedures must have been completed:

1. A certified public school psychologist, or psychological examiner, or an approved mental clinic must certify that the child is uneducable in the public schools.
2. The board of school directors of the district in which the child is a resident must authorize the reporting of the child to the Department of Welfare.
3. The Secretary of the school board must report the child on a form approved by the State Council of Education and furnished by the Department of Public Instruction.
4. The report of the secretary of the board of school directors must be approved by the Chief of the Division of Special Education, representing the Department of Public Instruction, before it is transmitted to the Department of Welfare.
5. After the report has been approved and transmitted to the Department of Welfare, a notification of such approval and transmittal shall be sent by the Chief of the Division of Special Education on a form approved by the State Council of Education to the board of school directors. Such notification shall relieve the board of school directors of the obligation of providing education for the child."

The forms to be used in such exclusion proceedings are being printed and will be placed in the offices of the superintendents of independent school districts of the first, second and third classes, and also in the offices of the county superintendents. The list of clinics thus far approved by the State Council of Education appears in another article in this issue.

The device of excluding children will have to be used most sparingly. Each case must and will receive careful consideration lest there be excluded some child who might reasonably be expected to profit from the public school program.

In cases where there is also an anti-social attitude on the part of the child to be excluded, the school officials owe it to society—even if there is no such specific requirement laid down by the Department—to see that when the total responsibility for such a child is restored to the home some cooperating social agency such as the juvenile court, the county nurse, some children's aid society, or the like, maintain periodic contacts with the child to help prevent or anticipate socially dangerous behavior. This is especially necessary since our state institutions for the feeble-minded are already crowded.

Consumer Education, An Urgent Need Today

Secondary Schools Struggle With Problem Of Education for Intelligent Purchasing

WILBUR R. LECRON
Adviser, Division of Secondary Education

Educators in recent years have been studying the plight of the consumer and have been attempting to formulate a philosophy of consumer education, objectives, subject material, and teaching methods. In all fields of education, our social-economic courses need to be organized to conform with a new conception of social-business education so as to teach intelligent consuming as well as production and distribution.

The modern market offers a range of selection which is tremendously enlarged, making intelligent purchasing judgment difficult. Consumers are often guided in their market choices by advertising, salesmanship, propaganda, and social pursuit rather than by the exercise of their own good judgment. Consumer problems, outside of a few scattered places, apparently have not so far received a hearing. Few formal courses are being offered and little is known about what, where and how to teach for consumer guidance. Because the average man has received little education in school along the line of consumer education and finance, he is inclined to act even without reflection, and to spend months in making a few thousand dollars which he will "invest" in a few minutes. The consumer's standards in judging many of his possible purchases are a mixture of his own experience, the ancient adages of trade, the tip of "wise" friends, the slogans of advertising campaigns, the "line" of high-pressure salesmen, and a faith in well-known brands. From the social point of view, financial education is desirable in order to reduce the waste of capital involved in misplaced savings.

For the past few years the practical-use values of most subjects taught in social-business classes have been examined closely and have been the center of heated controversies. Social-business teachers have been concerned with whether the courses offered are too ineffective for life situations and whether the type of education being offered in the majority of schools enables people to improve their everyday economic life.

A New Magazine For English Classes

The dearth of easy reading material for average and slow readers in the secondary-school areas has called into being a new magazine for use in English classes, EVERYDAY READING. The magazine utilizes the results of a nation-wide reading research as the basis for selection of interesting and valuable stories and articles and for guiding study and improving reading abilities.

(Continued Page 11, Column 3)

INSTRUCTION—Continued

Suggested Secondary School Graduation Standards

Abstracts from the address delivered by Dr. Lester K. Ade, Superintendent of Public Instruction, before the Joint Conference of Secondary and Higher Education Administrators recently held in the Education Building, Harrisburg, Pennsylvania.

The Problem of the Curriculum

The school curriculum at the present time constitutes what many believe to be one of our most serious problems. It is hardly necessary to remind ourselves of the rapid changing of, and additions to, what we formerly called the content of the curriculum. The situation is further accentuated by the fact that the secondary school now retains many who have little interest in, and in some cases little capacity for, the traditional offerings of the school.

Minimum Standard Needed

The Department of Public Instruction proposes and encourages the development of a comprehensive curriculum which will provide for the diverse needs of individual pupils in the secondary schools of the Commonwealth, but it makes no attempt to prescribe more than a measure of uniformity. It is the belief, however, that a minimum standard of evaluation should be set up for the guidance of leaders in these schools so that each pupil can be assured of a well organized program of education. It is the further belief in the Department that such evaluations can be provided for in part by minimum standards established for graduation from the secondary school.

Present Purposes

Briefly stated, these are our present considerations:

A great many of the pupils now in our senior high schools, and others who will soon remain there under a recent legislative act, should be educated in fields not purely academic. Instruction on all levels and in all areas should be so organized and administered that pupils will find meanings and satisfactions in school. Both of these objectives should be possible of achievement in addition to other legitimate and desirable objectives.

Underlying Principles

In view of the present situation, the Department makes the following major proposals with respect to a background on which to build standards for secondary school graduation:

1. Graduation should be from the senior high school only. The junior high school should be completely organized on the basis of its original philosophy, and its last year should not be in actuality the first year of the senior high school. Despite the fact that the junior high school has been strongly recommended since 1921, less than 500 of our 1,244 schools have been reorganized.

2. Senior high school offerings and requirements for graduation should be so arranged that all the students now in school, and all those to be received and retained in the next three years, will be able to receive something of a well-rounded education in accordance with their needs, capacities and interests. Almost all, if not all, should be able to look forward to graduation. It is proposed, therefore, that all areas of instruction shall have equal standing in meeting graduation requirements.
3. The extension and reorganization of curriculum materials should receive continued emphasis. There are now in the public secondary schools many pupils who have little or no interest in traditional academic materials of instruction. Others of a similar disposition who would ordinarily discontinue school will be retained in the next three years. Besides, there are many pupils of high intelligence who have a desire to pursue studies of a more practical nature than are now commonly available. There must be found and introduced into the school program of studies, suitable instructional materials for these pupils.
4. There should be some means of evaluating the achievement of a pupil on a quantitative basis as he progresses through school. Until some other generally accepted method is brought forth and approved, it is proposed that the commonly used unit be retained as the standard of quantitative measure.
5. The public secondary school should continue its function of preparing pupils for institutions of higher learning. This responsibility should be discharged exclusively on the senior high school level, and should take into account changing ideas about what constitutes preparation for higher education.
- c. A minimum of thirteen units in the tenth, eleventh and twelfth years shall be required for graduation. Of these thirteen units, at least nine shall be satisfied by sequences, including one three-unit sequence.
- d. Two units of English shall be required. Three units are recommended.
- e. Two units of social studies shall be required. One unit shall be either United States History or Problems of Democracy.
- f. A minimum in health and physical education of 120 minutes per week for the entire secondary school period shall be required. One-third unit credit per year shall be given for this work.
- g. A maximum of two units of work earned in courses approved for less than one-half unit per year may be permitted as part of the thirteen units specified.
- h. Clubs and extra-class activities which may be required in any school shall be in addition to the thirteen units specified.
3. STANDARDS ARISING FROM UNIT MEASURES
 - a. A unit of work shall be a minimum of 200 minutes per week for a period of thirty-six weeks, or its equivalent, of classroom work which presumes additional reading and study.
 - b. A unit of combined classroom and laboratory work shall be a minimum of 250 minutes per week for a period of thirty-six weeks.
 - c. Work of a strictly laboratory nature shall be counted as having half the unit value of classroom work.
4. SUGGESTIONS TO COLLEGES ON ADMISSION STANDARDS
 - a. Colleges are requested to consider the admission of students on the basis of satisfactory work in the senior high school comprising the tenth, eleventh and twelfth years.
 - b. Colleges are requested to consider expressing their requirements in English in terms of one unit for each year of study in the secondary school.

Proposed Standards for Graduation

1. STANDARDS ARISING FROM SCHOOL ORGANIZATION
 - a. Graduation from a public secondary school shall be based upon the achievement of three years of work in the senior high school comprising the tenth, eleventh and twelfth years in any type of school organization.
 - b. Admission to the senior high school shall be based upon achievement in the junior high school in any type of school organization.
2. STANDARDS ARISING FROM PROGRAM OF STUDIES
 - a. The program of studies shall consist of curriculums and courses of study as are provided for by law, and as are approved by the State Council of Education or by the Department of Public Instruction acting under the authority of the law or the Council.
 - b. Within the program of studies offered in any senior high school, graduation requirements shall be expressed in terms of three-unit sequences, two-unit sequences, and single elective units.

A NEW MAGAZINE FOR ENGLISH CLASSES

(Concluded from Page 10, Column 3)

Besides the stories and articles which will appeal to the varied interests of the readers, several special features are included in the publication. A page of eye-openers will include facts about writers, interesting oddities about current life, and thought-provoking puzzles. Magazines and books will receive their share of attention through reviews and excerpts. Language usage, personality pointers, humor, science, movies, and radio offer the young reader opportunities for good reading and for the varied composition activities essential in a broad English program for use in and out of school.

Headquarters for this education publication is 400 South Front Street, Columbus, Ohio.

INSTRUCTION—Continued

Developing Curriculum Materials in a Local Community

DR. CECILIA U. STUART

Chief, Division of Elementary Education

In cooperation with a state-wide enterprise planned by the Elementary Education Division, Department of Public Instruction, to develop curriculum materials in the field, Mr. William L. Connor, Superintendent of Schools, Allentown, has started an experimental study of child development through the social studies in his elementary schools. The necessary testing has been done and the experimental groups have been chosen. Mr. Connor and his teachers, with the aid of Miss Josephine F. Grainger, Director of Elementary Education, are making a beginning by formulating the program for the study of Allentown as a community. As materials are developed and conclusions reached, they will be submitted to the State Department, and through it, shared with other communities in the Commonwealth.

Language Study Grows In Pennsylvania's Schools

Enrolment in German Doubles in Six-Year Period

OLIVER C. HECKMAN

Adviser, Division of Secondary Education

Despite the ever-increasing number of new activities introduced in Pennsylvania's modern school program, the enrolments in the traditional language courses continues to rise. Over a six-year period, from 1928 to 1934, not only has the number of students registering in language courses increased but the number of schools offering language courses has risen in a considerable degree.

Without exception more students during this period have been attracted to the study of English as well as foreign languages, including Latin, French, Spanish, and German. While an increase has occurred in every language field, the great percentage of increase is found in German, where the enrolment mounted from approximately 6,600 in 1928 to 13,600 in 1934. The smallest percentage of increase is found in Spanish, where the enrolment rose from 11,600 in 1928 to approximately 14,700 in 1934.

The following table presents figures showing the growth of language study in Pennsylvania with respect to the number of schools offering courses as well as the number of students enrolling in the same:

Language	Number Schools Offering		Number of Pupils Registered	
	1928	1934	1928	1934
English	864	992	210,219	362,717
Latin	841	907	68,855	91,561
French	476	601	39,905	60,593
Spanish	115	127	11,664	14,779
German	93	158	6,673	13,605

New Developments In Industrial and Agricultural Education Noted

Other Activities in Program of Secondary Schools

DR. WALTER B. JONES

Chief, Division of Industrial Education

New forward developments are taking place in the state-wide program for secondary schools. The newer activities comprise the fields of agricultural education, industrial education, social studies, and home economics.

In Vocational Agriculture Education some thirty-seven new departments have been organized at the beginning of the present school term, and twelve county vocational supervisors have been placed to assist in developing the program.

The Division of Industrial Education in the Department of Public Instruction has been devoting a considerable time to the preparation of the State Plan for Vocational Education. With the educational vocational funds allotted under the George-Deen Bill, new types of vocational education will be established, among which will be included education for municipal occupations.

The Division of Secondary Education has been developing tentative plans for a new social studies program which will incorporate the modern theories and practices in this field. It is expected that this program will eventually be adopted by a large number of school systems which are attempting to bring up-to-date the social studies program. It will give major emphasis to modern problems of the social and economic order. Its purpose is to enable boys and girls to understand better the problems which exist at present and which they must help to solve in the future.

In the field of Home Economics Education there has been completed a course of study for grades nine to twelve inclusive. The program is intended to present in some detail a well-rounded program in home-making which will enable the pupils to participate more satisfactorily and happily in the life of the family and later to become more efficient parent-members of their own families.

Pupils Instructed In Use of Flag

Cautioned Against Common Abuses and Negligencies

ALAN O. DECH

Adviser, Curriculum Construction

The respect for the American Flag which has been engendered from the interesting and critical episodes in its history, is being preserved and stimulated by the use of the Flag Code in the classrooms of the Commonwealth, as provided in the new Act No. 194, of the General Assembly. Under the provision of this Act each school district in this Commonwealth shall provide and distribute to each pupil enrolled in the eighth grade of the public schools, one illustrated copy of the National Flag Code, and shall

from time to time make available such copies as are necessary for replacements from year to year. It shall be the duty of each teacher in the public schools to make use of the said Code as may from time to time seem proper.

The following cautions relating to the use of the National Emblem have been issued by the National Flag Conference, and are reprinted here for availability in connection with instruction in the public schools:

1. Do not permit disrespect to be shown to the Flag of the United States of America.
2. Do not dip the Flag of the United States of America to any person or any thing. The regimental color, State flag, organization or institutional flag will render this honor.
3. Do not display the Flag with the union down except as a signal of distress.
4. Do not place any other flag or pennant above or, if on the same level, to the right of the Flag of the United States of America.
5. Do not let the Flag touch the ground or the floor, or trail in the water.
6. Do not place any object or emblem of any kind on or above the Flag of the United States of America.
7. Do not use the Flag as drapery in any form whatsoever. Use bunting of blue, white and red.
8. Do not fasten the Flag in such manner as will permit it to be easily torn.
9. Do not drape the Flag over the hood, top, sides or back of a vehicle, or of a railway train or boat. When the Flag is displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.
10. Do not display the Flag on a float in a parade except from a staff.
11. Do not use the Flag as a covering for a ceiling.
12. Do not carry the Flag flat or horizontally, but always aloft and free.
13. Do not use the Flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs nor print it on paper napkins or boxes.
14. Do not put lettering of any kind upon the Flag.
15. Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag is flown.
16. Do not display, use or store the Flag in such a manner as will permit it to be easily soiled or damaged.

Visual Education Bulletins Available

The Department of Public Instruction has available for free distribution to public schools and other agencies interested in education, two bulletins relating to Visual Education:

1. Visual Education: The Object—Specimen—Model and a Blackboard Technique, 1929
2. Visual Education and the School Journey, 1930

Requests for these publications should be addressed to the Director of the Bureau of Instruction, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg.

INSTRUCTION—Concluded

Materials of Instruction

Some Curricula in Current Use in States and Districts

ALAN O. DECH
Adviser, Curriculum Construction

In previous numbers of the Pennsylvania Public Education Bulletin have been published several lists of representative curricula, including: General; Agriculture; Art; and English.

The following curricula in the fields of Commercial Education and Guidance are representative of many now offered in various cities and states of America:

COMMERCIAL ACTIVITIES

Place	Title	Grade	Date
Atlanta, Ga.	Course of Study in Junior Business Training	7- 9	1935
Florida State	Commercial Course of Study	7-12	1935
Ithaca, N. Y.	Course of Study in Office Practice	9-12	1936
New York State	Introduction to Business	7- 9	1934
New York (State) University	Secretarial Practice Syllabus	7- 9	1935
Pennsylvania State	Course of Study in Typewriting	9-12	1933
Pennsylvania State	Course of Study in Bookkeeping	9-12	1935
South Dakota State	Commercial Course of Study for Secondary Schools	9-12	1933

GUIDANCE—CHARACTER AND VOCATIONAL

Place	Title	Grade	Date
Atlanta, Ga.	Course of Study in English Guidance	7- 9	
Columbia, Mo.	Guidance Manual for Elementary Schools	1- 6	1936
Columbia, Mo.	Guidance Manual No. 1, 2, 3 Curricularized Materials for Home-room	7- 9	1935
Fairfax, Virginia	Suggestions for Guidance in the Elementary Schools	1- 6	1936
Kansas	Schools of Eastern Central Kansas	1-12	1936
Pennsylvania State	An Eighth Grade Course in Occupations	8	1931
Pennsylvania State	School Opportunities and Occupations	9	1933
Rochester, N. Y.	Tentative Program and Course of Study in Guidance	7- 9	1931

NEW SCHOOL TRANSPORTATION LAW

(Concluded from Page 7, Column 3)

True Valuation Per Teacher	Per Cent Reimbursement
\$ 1,000-\$ 25,000	90
25,000- 50,000	80
50,000- 75,000	75
75,000- 100,000	70
100,000- 150,000	65
150,000- 200,000	60
200,000- 250,000	55
250,000-etc.	50

Reimbursements may be withheld by the State Council of Education from districts which fail to meet the standards established for the transportation of pupils.

No Pupils Neglected in Transportation Service

Beginning in 1939 no pupil need to suffer exemption from attendance at school because he resides more than two miles from the schoolhouse. Transportation will be provided for all such pupils who reside in townships which are districts of the third class and in fourth class districts. Districts will be reimbursed on an equitable basis for this service. And in cases where transportation

is not feasible, the school board may pay for suitable board and lodging for these pupils.

Transportation to Educational Events

When the attendance of pupils at any exhibition or other place of interest is considered to have definite education value, school boards may provide free transportation for such events. The Annual State Farm Show is an example of this type of exhibition.

Other Considerations

Private motor vehicles used in the transportation of children to and from school will be covered by public liability insurance, thus furnishing pupils, parents, and school officials protection against loss by accidents. A still further factor of safety and high standards for the transportation service of school children is in Act 286 which stipulates that carriers transporting pupils are subject to the jurisdiction of the Public Utilities Commission and must secure the approval of that agency before exercising the right to furnish such service.

FEDERAL FUNDS FOR VOCATIONAL EDUCATION

United States Commissioner of Education, John W. Studebaker, has communicated with all state boards for vocational education, requesting certain information on a basis of which he would be able to issue certificates of allotment to the Treasury of the United States, for such portions of the appropriations made by the Congress under the George-Deen Act, as the states can properly and usefully spend during the fiscal year. The George-Deen Act, authorizing appropriations of funds to be distributed to the states for vocational education, is an Act further extending the program originated by the Federal Government in 1917, for a cooperative program of vocational education between the Federal Government and the states, commonly known as the Smith-Hughes Act.

One of the basic provisions of the Smith-Hughes Act, which also governs the operation of the George-Deen Act, is that each year the Department of the Interior shall annually ascertain whether the states are using, or are prepared to use, the money received by them in accordance with the provisions of the Act.

It has been decided, before certifying the states for their allotments, to ascertain the amounts of money they will properly and usefully spend during the year for efficiently managed programs, under the provisions of the Act. Under this changed procedure, such portions of the appropriations as would normally be held as unexpended balances in the State Treasuries at the end of this fiscal year, will now be retained in the Federal Treasury.

Four \$5,000-Scholarships

DR. C. VALENTINE KIRBY
Chief, Division of Art Education

Since 1930 the Craftsmen's Guild of the Fisher Body Company has made available through competitions in Craftsmanship, four \$5,000 Scholarships to boys of the United States, from twelve to nineteen years of age. Two types of composition are open to boys: the first consists of making a model Napoleonic Coach; the second in making an original automobile model. This latter problem instead of being strictly craftsmanship work as in the case of the coach model, allows the boy to express himself with regard to styling, design, structure, and general appearance.

The judging of the models is done according to definite standards and involves such items as fidelity to scale, woodcraft, metalcraft, trimcraft, paintcraft, and castings.

A boy winning a scholarship is given the amount in trust fund, which must be used for educational purposes. He may choose whatever type of college work he desires, and may select his own school. If at the end of his college work any of the fund remains unused, it is given to him in cash.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
Director Bureau of
Professional Licensing

STATE SCHOLARSHIPS

An Outline of the Pennsylvania Plan

JAMES G. PENTZ

Chief, Division of Pre-Professional
Credentials

As a means of helping worthy Pennsylvania secondary school graduates to secure a higher education, the Legislature in 1919 made possible the annual award of at least one scholarship in each county or senatorial district of the Commonwealth. Each scholarship award amounts to \$400 toward a four year college course in a Pennsylvania institution of higher learning. These scholarships are known as State Scholarships and are distinguished from Senatorial Scholarships over which the Department of Public Instruction has no jurisdiction.

State Council Regulations

The State Council of Education, which is required by law to award these scholarships on the basis of competitive examination, has formulated the regulations for the conduct of the examinations.

TIME

The examination is conducted between the hours of 8:45 a. m. and 12:15 p. m., on the first Friday in May of each year at the county seat of each county in the State. It is of approximately three hours duration. The examination at these county seats is under the supervision of the county superintendent of schools.

AGE OF CANDIDATE

Pupils twenty-one years of age or over are not eligible for the Examination. Graduates of secondary school in mid-term or June of any calendar year who were previously graduated from an accredited four-year, six-year junior-senior, or senior high school are not eligible for this examination.

SCHOOL STATUS OF CANDIDATE

Any student to be graduated at mid-year or in June from a four-year course in any accredited public, private or parochial four-year secondary school in the State, is eligible for the examination in May of the year of such graduation. It is recommended that candidates should be worthy in standing to represent their school in this examination, and be in need of the financial assistance this State Scholarship affords.

PRINCIPALS' RESPONSIBILITY

The principal of each secondary school having eligible candidates explains to them the nature, purpose and date of the examination at least one month prior to the time of the test. He also submits at least twenty days before the examination, lists of all applicants in a manner prescribed in information furnished to principals and to superintendents by the Department of Public Instruction.

DEPARTMENT'S PARTICIPATION

The Department of Public Instruction likewise mails to the county superintendents, along with the questions, general instructions for the examiner and candidates concerning the details of the examinations.

Upon completion of the records the award is announced by the State Superintendent of Public Instruction to the candidate in each county or senatorial district who receives the highest rating for his county or district. Persons to whom scholarships are available must attend an approved Pennsylvania College, University, or the four-year course of a State Teachers College with authority to grant degrees.

IN CASE OF FORFEITURE

Should a successful candidate fail to enter college during the following term of the year in which he receives the award, the scholarship is forfeited. In case of rejection or forfeiture, the scholarships are given to the candidates with the next highest satisfactory standing on the list in his county. An award of scholarship does not carry with it admission to college. The holder must satisfy the entrance requirements of the college selected.

PAYMENT OF AWARD

The State Treasurer pays to each successful candidate the sum of \$100 about April first of each of the four years of regular attendance and good standing in college. Before payment is made, the registrar of each institution of higher learning where scholarship students attend, certifies on a special form to the Department, at such time as the Department may request, that the student is enrolled in the institution for the current year and is in good standing.

NEW TYPE TEST

During the past two years we have been emphasizing the measurement of mental ability and aptitude in the State Scholarship examinations. Since the candidates are obviously anticipating higher education, it was felt that a reasonable degree of intellectual acumen is essential to their success in the preparation and pursuit of professional careers.

Likewise, in order to equalize the chances for success in the tests, we have limited the materials—except those used in the mental test—to the fields of English and social studies, both of which are commonly offered throughout the secondary school program in Pennsylvania.

Two Bulletins Available

The College Entrance Examination Board has issued two bulletins containing detailed information as to time, place and character of the examination to be given in 1938.

The titles of the two Bulletins are

1. Bulletin of General Information
Examinations of April 9, 1938
2. Bulletin of General Information
Examinations of June 18-25, 1938

Copies may be secured from The College Entrance Examination Board, 431 West 117th Street, New York City.

College Entrance Board Announces Examinations

Admission and Scholarship Tests Scheduled for April and June

ALBERT J. McGLYNN

Adviser, Division of Pre-Professional
Credentials

The College Entrance Examination Board has prepared two bulletins, one containing information regarding the examinations of June 18-25, 1938, and the other regarding the new series of examinations to be held on April 9, 1938. The April examinations, which have been established in response to a demand from many colleges and universities, may be taken either for admission credit or as qualifying tests for scholarship awards.

The April examinations for admission credit will consist of:

- Scholastic Aptitude Test
- Foreign Language Test
- Mathematical Aptitude Test

These examinations will be used by many colleges which have hitherto not required College Entrance Examination Board examinations. They will not, however, be accepted as substitutes by those institutions which have previously required the June examinations. Hence, candidates, before registering for these April admission examinations, should secure definite approval of their acceptability to the college concerned.

The April examinations for scholarship applicants will consist of:

- Scholastic Aptitude Test
- Scholastic Achievement Test

These examinations will be required by a large number of colleges and universities of all scholarship candidates, as part of the procedure in seeking awards. They are not a part of the regular admission requirements; in many cases, candidates will be expected to take the June examinations of the College Entrance Examination Board for admission credit. Scholarship candidates should, therefore, consult the institutions to which they are applying for directions concerning these tests.

Correspondents addressing the Board for applications or information should be careful to state clearly the series of examinations (April admission or scholarship examinations, or June examinations) in which they are interested.

The College Entrance Examination Board may be addressed at 431 West 117th Street, New York City.

STATE FLAG

(Concluded from Page 17, Column 1)

the flag there shall be embroidered in silk, the same on both sides of the flag, the Coat of Arms of the Commonwealth of Pennsylvania, in proportionate size; the edges to be trimmed with a knotted fringe of yellow silk, two and one-half inches wide; a cord, with tassels, to be attached to the staff at the spearhead, to be eight feet six inches long, and composed of white and blue silk strands."

The Secretary of the Commonwealth is custodian of the official flag which is kept in his office as a model.

Teacher Education and Certification

DR. HENRY KLONOWER
*Director Teacher Education
and Certification*

Vitalizing Instruction Through the Education of Teachers

DR. HENRY KLONOWER
Director, Teacher Education and Certification

Any plan which proposes to supply educated teachers for the elementary and secondary age level of child life must take into consideration the diversified types of positions involved.

Language

In the field of Languages the problem of educating teachers is unique. While the mastery of the technique of a language based on a thorough knowledge of English grammar is essential, there still remains so far as the preparation of the teacher is concerned, the recognition of the customs of the people studied. To accomplish this end may necessitate a brief residence in the country of the language taught.

Art

In the field of Art Education the teacher must be something more than one who teaches students drawing, painting, sketching, architectural design. He must be able to interpret with the spirit of the artist himself. In approving institutions for the education of teachers of art in the future we must consider other factors. Are these institutions located near great centers of Art? Do they have access to Art galleries and museums?

Music

Music is the language of the people who sing it and if it is taught unrelated to the people who create it, the full significance is lost. It is now conceded as essential that the music teacher must have a basic academic preparation before specialization begins.

Health Education

Health Education in the secondary field does not receive the recognition which it justly deserves in the proper education of an adolescent boy or girl. The preparation level of the secondary teacher in the field of Health Education has been considerably advanced during the past ten years and has now reached a four-year post secondary school requirement. The innate desire of every adolescent child to express himself in some physical activity is more and more recognized as an indispensable factor in the education of secondary children.

Commercial Activities

The curriculum of the public secondary school of tomorrow will give more emphasis to the teaching of commercial subjects than it does today. The program in our secondary schools is still in its infancy both as to the manner and form in which the commercial subjects are taught.

Vocational Education

The basic-professional preparation for the vocational teacher must be defined in terms first of that preparation which is desirable for all teachers; and secondly, that preparation which is desirable for the vocational teacher.

Teachers Seek More Education

Improve Classroom Service By Extending Preparation For Important Tasks

Almost 100 Per Cent Hold Standard Certificates

J. K. BOWMAN
Adviser, Secondary Certification and Placement Service

Reports of the Department of Public Instruction over the past sixteen-year period indicate that the public school teachers of the Commonwealth have consistently sought to increase the quality of their work by extending their preparation through attendance at college.

The figures show the steady gains made in every school district of the State during the past sixteen years in providing the boys and girls in the public schools with teachers who have completed four years of preparation for teaching.

There are 63,265 public school teachers now employed as compared with 62,692 teachers employed last year. Of all the teachers now in service, 99.7 per cent hold standard certificates based on two years of preparation for teaching; in 1920-21, only 70.5 per cent of the teaching force had standard certificates. Viewed over a sixteen-year span, the percentage of teachers with standard certificates has increased from 70.5 per cent to 99.7 per cent for the entire State.

From the school year 1920-21 to the school year 1936-37, a period of sixteen years, there has been a gain of 32.2 per cent in the number of teachers who have had the more extended education. For the year 1936-37, out of the 63,265 teachers, a total of 39.9 per cent are college graduates as compared with 7.7 per cent in 1920-21.

The substantial and consistent increase in the number of teachers with more extended education is indicated by the figures for the State as a whole. In first class school districts, 38.1 per cent are college graduates; in second class school districts, 45.1 per cent of the teachers are college graduates; in third class school districts, 47.0 per cent of the teachers are college graduates; and in fourth class school districts and those third class school districts under the supervision of the county superintendent, 35.9 per cent are college graduates. This latter figure is particularly interesting for it means that more than one-third of the 29,569 teachers supervised by county superintendents are college graduates.

In view of the present economic situation, these figures are encouraging. They present a satisfactory picture of the substantial improvement of the teaching service in the public schools of the Commonwealth.

The Education of the American Teacher

A Good Teacher Commands A Variety of Skills

JONAS E. WAGNER
Adviser, Elementary Certification

There is nothing mysterious in the proper management of a classroom. A teacher must be educated to an orderly practice in the handling of records, in the submission of necessary reports, in the development of lesson plans, in the prompt and unquestioned response to fire drills, and in the sensitiveness to adequate physical conditions of the classroom. The ability to respond to such demands can be developed through a process of education in the early stages of a teacher's career. Success in the classroom is definitely related to orderly procedure. But the development of an effective teacher never ends with a mastery of these controls.

A Good Teacher Possesses a Rich, Cultural Background

Colleges, universities and professional schools insist that a thorough academic background shall be the basis on which professional education is predicated. The teacher becomes fully acquainted with the history and development of social movements; courses are provided that broaden her knowledge of science; through courses in the history and appreciation of art and music being made mandatory, new interests are awakened. Libraries, museums, art galleries, child clinics, juvenile courts, all contribute to the broader aspects in the education of the teacher. Knowledge of these services, and the contribution they make to the public school program, becomes part of the education of the teacher. The chasm that existed between the schools and these realities of life has been bridged.

The Good Teacher Finds Wide Horizons

With the increased emphasis that has been placed on the need for extended reading, travel, participation in community affairs, the teacher assumes a new role. New horizons have opened to her. She brings back to the classroom the rich experience of broader contacts. The general movement in the field of teacher education to require teachers of foreign languages to spend a part of their time in the country in which the language which they teach is spoken, is a distinct forward step in the education of the American teacher. This is equally true of the geography teacher who visits the country about which she teaches. The social science teachers are fully informed from first hand contacts with municipal, State and national affairs. And so all along the line, the outside world is brought into the classroom by the educated teacher.

STATE LIBRARY and MUSEUM

DR. JOSEPH L. RAFTER

Director State Library and Museum

More Books For More People, Aim Of New Library Planning

**Institutions Within Given Areas Coordinate
Efforts to Attain This End**

NELLIE B. STEVENS

Assistant General Librarian

The American Library Association through a Board on Resources has been working for cooperation among American libraries with a view to increasing the number of different books available to patrons within a broad area. The plan operates on the practice of avoiding duplication of purchase of books by the coordination of purchases among the libraries within given sections of the states.

Union Catalogs

The first step has been made toward such service by the making of union catalogs. A number of these are in process in different parts of the country. In Pennsylvania a catalog of the holdings of 65 libraries in the Philadelphia metropolitan area is bringing together more than 4,000,000 books. With a grant of over \$100,000 from WPA, 100 persons including library workers and clerical assistants, undertook the task of developing this union catalog. Anyone wishing to obtain access to a book and not knowing in which of the many libraries around Philadelphia to look for it, can consult this catalog and learn instantly which library owns it.

More than a score of these catalogs are now in preparation. When every librarian knows what other libraries have, it is believed that inter-library loans will be greatly facilitated and that unnecessary duplication of expensive books will be curtailed and that with the same funds, libraries will greatly improve their service.

At the Library of Congress a union catalog was started a few years ago with the idea of serving American libraries as a clearing house for inter-library loans, and extending to scholars the resources available for their studies. With over 15,000,000 entries, this catalog is the most extensive card list of books in the world.

Results of Library Planning

The results of library planning during the past few years has played an important part in recent library development throughout the United States according to reports from the American Library Association. Members of the library boards, and librarians themselves have become more critical of the status of library service and realize that many of the objectives of planning committees in a number of the states must be realized if good library service is to be made available to all of the people.

Coordination of Libraries

As pointed out above, one of the objectives that is making most headway, however, is the "Coordination of Libraries in the Interest of Research and Education." No library is ever able to buy all of the books its patrons need. Cooperation of libraries, and the development of inter-library loans will greatly increase the offerings which each of the cooperating institutions could make available.

In Great Britain a uniting of libraries

within certain areas into regional groups, makes it possible for students engaged in serious work to borrow practically any book owned by any public library in the kingdom. Exceptions are made of books in the British Museum and a few others.

Visual Aid Materials Available

Prepared by Museum Extension Project

A variety of practical visual aid materials prepared by the Museum Extension Project of the WPA attracted wide interest at the recent State Conference for the Education of Exceptional Children held in Harrisburg. These materials which were on display in the main lobby of the Education Building during the Conference, were viewed not only by members, but by hundreds of individuals who were visiting.

Many of these visual aids are available for schools and other agencies interested in education. Teachers, supervisors, superintendents and others who desire to make use of these materials are invited to write to Miss Martha C. Colt, Supervisor in Charge of Museum Extension Projects, Harrisburg.

EDUCATIONAL PERIODICALS LIBRARIES

Among the periodicals dealing with the library aspects of education are the following:

1. ABRIDGED READERS' GUIDE
950-972 University Avenue
New York, N. Y.
2. AMERICAN LIBRARY ASSOCIATION BULLETIN
520 North Michigan Avenue
Chicago, Illinois
3. THE BOOKLIST
520 North Michigan Avenue
Chicago, Illinois
4. EDUCATION INDEX
950-972 University Avenue
New York, N. Y.
5. LIBRARY JOURNAL
62 West 45th Street
New York, N. Y.
6. LIBRARY QUARTERLY
University of Chicago
Chicago, Illinois
7. READER'S DIGEST
The Reader's Digest Assn., Inc.
Pleasantville, N. Y.
8. READERS GUIDE
950-972 University Avenue
New York, N. Y.
9. SPECIAL LIBRARIES
345 Hudson Street
New York, N. Y.
10. WILSON BULLETIN FOR LIBRARIANS
950-972 University Avenue
New York, N. Y.
11. WISCONSIN LIBRARY BULLETIN
Wisconsin Free Library Commission
Madison, Wisconsin

Forty Colleges Represented By Students In Graduate School Of Library Science

The fifty students now enrolled in the Graduate School of Library Science at Drexel Institute of Technology, Philadelphia, are graduates of forty different universities and colleges, and come from thirteen different states, the District of Columbia and Cuba. These fifty students, forty-five women and five men, comprise the 1937-38 class of the Library School, which is the only graduate school of the college and in which enrolment is limited to fifty.

One half of the class has had previous library experience, and twelve teaching experience. Their language qualifications are particularly good,—eight students offering four or more languages; fourteen, three languages and twenty-six, two languages.

The universities represented by this group are Harvard, Princeton, Pennsylvania, Temple, Georgetown, American, Stanford, Delaware, Iowa, Maryland and Pittsburgh. Among the colleges are Bowdoin, Goucher, Radcliffe, Penn State, Randolph-Macon and Wellesley.

The states represented are Pennsylvania, Ohio, Maryland, New Jersey, Delaware, Virginia, Indiana, Iowa, Mississippi, Wisconsin, North Dakota, California and Maine.

Motion Pictures In Education

A Summary of the Literature

GERTRUDE B. FULLER

Assistant Director, State Library and Museum

The growth of interest in the possibilities of using educational motion pictures has led to a realization of the need for an organized, selected bibliography which will help research workers, teachers and administrators to evaluate what has been done, to consider what ought to be done, and to proceed to plan what might be done, with this new educational medium. The digests included in the column, "Motion Pictures in Education", are an attempt to provide one answer to this difficult problem.

The book containing some 475 pages is arranged in six divisions: Administration of visual aids; Teaching with motion picture and other aids; Selecting instructional material; Film production in schools; Experimental research in instructional films; Teacher preparation in visual education. There is also an author and topical index.

"Motion Pictures in Education" was originally started as a WPA project. The American Council on Education decided to make the bibliography generally available, and two series of digests were mimeographed and submitted with questions to leaders in the field for criticism. The replies were utilized in the final preparation of this source book for teachers and administrators.

PENNSYLVANIA IN HISTORY

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical
Commission

Constitution Copied For Schools

DR. DONALD A. CADZOW
*Archaeologist, Pennsylvania Historical
Commission*

Every school child in Pennsylvania may now enjoy the opportunity to read the Constitution in its original form. By the efforts and cooperation of the United States Constitution Sesquicentennial Commission this significant document has been copied and made available to school children and youth throughout our State and the nation.

This Commission has reproduced the exact facsimiles of the Constitution and of the Declaration of Independence in their original sizes. The Declaration of Independence is one page and the Constitution is on four pages. In addition, the Commission has created a page of the same size containing thirty-seven photographs and autographs of the Signers of the Constitution.

These six pages are encased in instantly removable frames which fit into a floor standard. The Shrine is surmounted by a reproduction of the American Eagle faithfully sculptured from the original in the Library of Congress, and is most impressive in appearance.

The documents are protected by a sheet of cellulose acetate, insuring preservation of these valuable manuscripts. They are the exact form and size of the original Constitution and the Declaration of Independence, on exhibition at the Library of Congress in Washington.

The purpose of the Commission is to place this Shrine in schools, libraries and other institutions in order to give the opportunity to the people and the students to see these immortal documents exactly as they were originally written, so that they may have a better understanding for the Charter of our liberties.

The shrines are obtainable only from the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C.

State Flag

No trace can be found of a strictly provincial flag. There were, of course, the flags adopted by the different military companies. Provision for a State flag bearing the arms of the Commonwealth was made by Act of April 9, 1799. A Joint Resolution of May 26, 1861, required the Governor to procure regimental standards with the arms of the Commonwealth. Many regimental flags of that period were made of the National Flag, with the arms of Pennsylvania substituted for the field of stars.

The State Flag of Pennsylvania is described in the Act approved June 13, 1907, P. L. 560. This Act states that the official flag of the Commonwealth "shall be of blue, same color as the blue field in the flag of the United States, and of the following dimensions and design: The length or height of the staff to be nine feet, including brass spearhead and ferrule; the fly of the said flag to be six feet two inches and to be four feet six inches on the staff; in the center of

(Continued Page 14, Column 3)

Pennsylvania Rich In Art Lore

Glass, Furniture and Paintings Represented in Array of Diversified
Creations

Schools Emphasize Beauty

SYLVESTER K. STEVENS
*Historian, Pennsylvania Historical
Commission*

Pennsylvania has always held particular distinction in the arts and has emphasized the teaching of Pennsylvania's Art in the public schools. Her early builders, sculptors and master draftsmen, set enviable standards of beauty and skill. Art is indigenous in Pennsylvania. From the fireside and the modest shop there came exquisite examples of the textile art; of pottery and glass, and furniture and metal crafts. Present needs in the field will best be met and provisions for the future guaranteed, as substantial foundations for art education are laid in the public schools of the Commonwealth.

A Sense for Beauty

One of the outstanding characteristics of William Penn's "Experiment" was the consideration for the finer and higher things in life. Dominant was the principle of religious toleration and practical provisions for education, just government, and wholesome living. The city plan of Philadelphia was an embodiment of art, with its beautiful and simple architecture, provisions for park system, trees and landscaping. To the borders of early Pennsylvania came settlers with a practical art sense.

Artists in Glass

In response to the need for glass and household and personal utensils we find Casper Wistar in 1739 establishing a glass furnace in Philadelphia and W. H. (Baron) Von Stiegel, one in Manheim, Lancaster County, in 1765. It is well known that the product of the latter's furnace is prized today above all others. The demands of that earlier day stimulated the craft of the silver-smith. Among the most noteworthy of these was Cesar Ghiselin, some of whose work may still be seen in Christ Church, Philadelphia. Philip Syng, Jr., will be remembered as the maker of the tray with inkpot, quill-holder, and sand-shaker used in signing the Declaration of Independence.

Creations in Furniture

Contemporary with the silver-smiths were the pottery makers whose glazed and decorated pottery contributed to Pennsylvania's fame in the arts. Pennsylvania also won distinction in furniture making. People with taste and discrimination encouraged excellence in fine craftsmanship and simplicity of design. Samples of all these types of craftsmanship may be seen in our art museums.

Outstanding Works in Painting

American painting probably began with Benjamin West who became President of the Royal Academy, London. Outstanding in the earliest days were the Peales, to be followed in more recent years by Abbey Alexander, Eakins, Mary Cassatt and many others. Joseph Pennell was without a peer as an etcher and lithographer.

Perhaps no state has produced such important women painters. Among them are Cecilia Beaux and Violet Oakley, and among the distinguished illustrators are Jessie Wilcox Smith and Elizabeth Shippen Green Elliott.

So many painters and sculptors of importance are at work today that it would be difficult to pay tribute to the most outstanding. They are maintaining traditions and making history as far as Pennsylvania art is concerned. D'Ascenzo in stained glass and Yellin in wrought iron are leaders in maintaining Pennsylvania's distinction as master craftsmen.

Schools of Art

Pennsylvania also has the distinction of having the first and oldest art school and art museum in America—The Pennsylvania Academy of Fine Arts, Philadelphia. Pennsylvania also takes pride in the great examples of mural painting, sculpture and decorations in our State Capitol and Education Building. But every Pennsylvanian should know these masterpieces and their creators, such as Abbey, Barnard, Van Ingen, Violet Oakley, and others.

In the Public Schools

The schools of the State emphasize beauty as a part of the materials of instruction, by act of the General Assembly of 1921. Art was made a required subject in every elementary, public and private school maintained in this Commonwealth. The State program for art education has attracted widespread attention because of its purposeful aims. Art has been brought from the clouds to earth in the spirit of service to meet the needs of our social and industrial life today.

TRAFFIC OFFICERS' SCHOOL

A. W. CASTLE
Chief, Division of Extension Education

Plans are already being made for the second annual Traffic Officers' School to be conducted by the Pennsylvania State College next spring. The cooperation of the International Association of Chiefs of Police has been assured in the second endeavor of the college to aid Pennsylvania cities and boroughs in the solution of their traffic safety problems.

Last spring over fifty traffic officers from all parts of the State enrolled in the first school of its kind ever held in the Commonwealth. The school met at the Pennsylvania State College. The dates for this year's sessions have been set at April 25 to May 6, 1938. Municipalities are already making advanced registrations.

AUXILIARY AGENCIES OF EDUCATION

VITAL PROBLEMS OF EDUCATION AND RECREATION DISCUSSED BY WPA SUPERVISOR

Program, Leadership and Community, Among Major Topics

CHARLES M. EMERICK

Director, Education-Recreation WPA

The Supervisors of Education and Recreation in the sixteen districts and areas of the Works Progress Administration throughout Pennsylvania recently met at Harrisburg, to consider present problems and to carry forward their program on a definite plan and philosophy.

The meeting was planned and carried on by group method. A committee of the supervisors studied the requests of the supervisors submitted by letter. The program was set on the basis of these reports and discussions were led by discussion leaders from the group.

The following subjects were discussed by the District and Area Supervisors and the State Staff of the Education and Recreation Division:

1. PROGRAM EMPHASIS

In view of our past experience, can we point to certain types of activities which enjoy the greatest possibilities with respect to permanency?

Are there certain types of activities which have generally proved to hold least possibilities with respect to permanency?

Should we in each district or area concentrate our leadership and efforts on certain areas rather than spread out our leadership over wide areas,—this with the hope of doing a sound job of demonstration? Should this be true in our work with organizations?

Should we pioneer in certain respects? Are there certain as yet generally unexplored fields which hold forth greater possibilities for achievement?

2. LEADERSHIP EDUCATION

How can training be adapted to immediate, actual needs of the leaders?

How can training be developed through cooperative planning in which leaders and supervisors both participate?

How can creative, as contrasted with formal techniques, be employed in training?

How can training in skills be related to training in group work methods?

What objectives is our training work intended to achieve? What educational philosophy, what skills and abilities should our leaders possess in order to do effective work? In what ways can we determine the actual and immediate needs of the leaders in terms of the necessary qualifications for effective leadership? How can we set up training in such a way as to meet these needs and help our leaders acquire

the philosophy, skills and abilities essential to successful work?

What methods are desirable in planning and developing training?

What philosophy, skills and activities should supervisors possess in order to effectively develop training? How may these qualities be developed through group and self training?

3. COMMUNITY RELATIONSHIPS

What shall be our relations with existing agencies in a community?

How shall we start new work in a community where no existing agency is interested in sponsoring the activity? Are community councils feasible?

A final summary of the three days' discussions and an evaluation of the conference, including an analysis of the techniques used, have been prepared. Those desiring a report of the conference should request it from the State Director of the Education and Recreation Division, Works Progress Administration, 46 North Cameron Street, Harrisburg, Pennsylvania.

MANY CHILDREN BENEFIT FROM NURSERY SCHOOLS

Educational and Social Needs of Nearly 2000 Pennsylvania Boys and Girls Under Four Years of Age Being Served by Growing Institutions

CECILIA E. HOWARD

Supervisor of Nursery Schools Under WPA in Pennsylvania

Under the sponsorship of the Department of Public Instruction, sixty-six nursery schools are being operated in Pennsylvania by the Division of Education and Recreation of the Works Progress Administration. This number does not include more than a dozen nursery schools sponsored by other agencies. Twenty-two of these schools are located in public school buildings and two in State Teachers Colleges. Of the remaining forty-two, nineteen are in settlement and community centers, the others in churches, hospitals, clubs, Y. M. C. A.'s, Y. M. H. A.'s, N. Y. A.'s, and one in a rural resettlement.

Preventive Measures Taken

Before entrance to the school each child is given a thorough physical examination and is immunized against diphtheria and smallpox. The parents are given encouragement and assistance in carrying out suggested remedial work. The child is reexamined at six-month intervals and a record of his weight kept each month.

Daily Program Emphasizes Health

Each school is staffed and equipped to accommodate thirty children. Any child between two and four years of age from a relief or low income family, may be enrolled. The daily program for the children includes complete health inspection of each child before admittance to the group; free play out-of-doors where climbing apparatus, boxes, boards, blocks, sand, and wheel toys are provided; opportunity for experiences in art, music, literature and science; mid-morning rest; fruit juice and cod liver oil; a carefully planned warm meal at noon preceded by a short rest; a two-hour daily nap; and milk and crackers in the afternoon.

Purposes

The objectives of the nursery school program as part of an emergency education project are stated as:

Providing employment for teachers and allied workers.

Developing the physical and mental well-being of pre-school children from needy and under-privileged families.

Assisting parents in recognizing and meeting the nutritional, physical, education and social needs of their pre-school children.

Local Communities Interested

Although the Works Progress Administration provides salaries for the staff which may comprise teacher, nurse-teacher and dietitian; food to the amount of twelve cents per day per child and a small monthly sum for teaching supplies, the local community is the major factor in the opening of a school. It is a local responsibility to provide housing including playroom, sleeping room, kitchen and bath room, heat, light, cooking facilities, equipment including tables, chairs, cots, indoor and outdoor play equipment, outdoor play area, services of a physician, and where possible, janitorial help. Many of these communities are further working toward the establishment of kindergartens through the local school board in order that there need be no break between the time the child leaves the nursery school at four years of age and enters the public school at six years of age.

Widespread Advantages Anticipated

At any one period sixty-six nursery schools provide guidance for 1,980 children and for the families of these children. It remains to be seen what effect this program will have in reducing the load of remedial health work necessary for children just entering the public school, in minimizing juvenile delinquency, and in generally raising the standard of living among these families.

Future Farmers Of America Convention

Tenth National Assemblage Held In Missouri

H. C. FETTEROLF

Chief, Division Agricultural Education

Farm boys representing more than 200,000 vocational agriculture students from every section of the nation and its territories assembled in Kansas City to attend the Tenth National Convention of the Future Farmers of America and to compete in the National Contests for Students of Vocational Agriculture.

This Convention, which marked the tenth year since the founding of the F. F. A., brought together two official F. F. A. delegates from each State, Hawaii, and Puerto Rico, and more than 9,000 visitors and participants in the various vocational agriculture contests.

Awards were made at the Convention to the outstanding young farmer in the nation, to the State F. F. A. Association, and the Local F. F. A. Chapter showing the best record of achievement for the year; to the F. F. A. member who rated highest in the annual public speaking contest of the organization; and to about 100 members of the

(Continued Page 19, Column 3)

AUXILIARY AGENCIES OF EDUCATION—Concluded

CULTURAL OLYMPICS

Events in Music, Art, Literature, and Drama Sponsored by University Of Pennsylvania

Widespread Participation Encouraged

DR. PAUL L. CRESSMAN
Director, Bureau of Instruction

The School of Education of the University of Pennsylvania, is sponsoring Cultural Olympics this year for the purpose of encouraging citizens, young and old, throughout the Eastern States to engage in some form of cultural pursuit as a leisure time activity. The extensive program of activities is on the avocational and amateur level and will obviously, not only discover unusual artistic ability, but will encourage such talent in its further development.

Share Cultural Experiences

On the principle that simply sharing cultural experiences is of greater social and educational value than competition, all inclusive participation in the cultural activities of the Olympics is the keynote of the program. The events which comprise both creative and appreciative projects include vocal and instrumental music, graphic and plastic arts, literature and speech, and dancing. These opportunities are open to children and adults of all ages and are classified into groups as follows: elementary, below age 12; juniors, from 12 to 15; seniors from 16 to 18; collegiate age unspecified; and adults, 19 and over.

All Schools Eligible

The Cultural Olympics involve not only public, private and parochial schools, but social service institutions which engage in the four types of cultural activities mentioned above. These organizations are conducting festivals and exhibits of their own throughout Pennsylvania, New Jersey, Delaware and Maryland, in order to select the best talent to represent their respective groups at the Cultural Olympics.

Schedule of Events

The following schedule indicates the events as they will be conducted at the University of Pennsylvania during current school year:

1937

- December 4—Native American Folk Festival
- December 8—Senior and Adult Photography and Sculpture (10 days)
- December 10—Junior Music Festival
- December 22—Junior Poster and Illustration (15 days)

1938

- January 7—Choral Speaking Conference (2 days)
- January 12—Adult Prints, Water Colors, Pen and Pencil (10 days)
- January 15—Elementary Dramatics
- January 15—Junior Dramatics
- January 20—National Folk Festival
- January 26—Senior Applied Design and Crafts (10 days)
- February 2—Music-School Recital (Adult)
- February 9—Junior Water Colors, Oils, Prints, Pen and Pencil (10 days)
- February 18—Collegiate Dramatics (10 days)
- March 6—Elementary and Junior Applied Design, Crafts and Modeling (5 days)
- February 24—Junior Senior Solo Recital
- March 5—Recreational Dramatics
- March 9—Senior Water Colors, Pen and Pencil (10 days)
- March 11—Senior Music Festival
- March 23—Elementary Oils, Water Colors, Prints (10 days)
- March 24—Adult and Collegiate Dance Festival
- March 26—Collegiate Foreign Language Play Festival
- April 2—Collegiate Music Festival
- April 6—Senior Oils (20 days)
- April 22—Elementary Music Festival
- April 26—Boy Choir Festival
- April 27—Final Festival Exhibition (15 days)
- April 29—Large Chorus and Orchestra Festival
- May 4—Scholarship Dance Tryouts
- May 6—Junior Senior Dance Festival
- May 12—Puppet Shows
- May 12—Stage Model Exhibit (8 days)
- May 14—Senior Dramatics
- May 22—Closing Program

In the rapid succession of affairs in modern life which is possible that time for the more cultural leisure activities become altogether too limited. The enjoyment, whether by creation or appreciation of the music, painting, sculpture, architecture, drawing and literature, requires an amount of leisure not too readily available today. And yet it is the conviction of many that participation in these fine arts constitute man's highest enjoyment. The consciousness of the need for providing time and opportunity for these cultural leisure pursuits has been the mainspring in the development of the Cultural Olympics. Through the institution of these Olympics it is hoped that the lives of many citizens may take on a new zest and that the old wisdom which exults intangibles into solid realities will be rediscovered. Thus, thousands may reach out to broader horizons of self-expression and happiness.

Secondary School Principals To Publish "Student Life" Magazine

The Department of Secondary-School Principals for some time has issued to its members five times a year a bulletin which contained in its various issues the proceedings of its annual convention, a directory of its members, committee reports, and reports of other activities of the Department. The bulletin, with added features of accounts of the projects of its Discussion Group Bureau, which has its headquarters in Washington, D. C., and of news notes of interest to those in the secondary-school field, will hereafter publish eight issues a year (October to May).

In response to the results of a recent referendum, which revealed a favorable vote of about eighty per cent of the returns from its members, the Department of Secondary-School Principals announces the publication of Student Life, the first issue of which will appear in October, 1937. Student Life takes over Student Leader, which is expanded not only to serve as an organ of the National Association of Student Officers and of the National Honor Society, but also to cover the many aspects of student life in the secondary schools of this country, particularly the field of student activities that are deemed worthy in a modern secondary school.

PENNSYLVANIA ARTS AND SCIENCES

New Publication Presents Materials Of Interest to Teachers and Students

DR. C. VALENTINE KIRBY
Chief, Division of Art Education

A publication of significant interest to Pennsylvania schools is "Pennsylvania Arts and Sciences" now reaching its second year of publication. Issued four times a year this periodical is unique in the field of non-fiction magazines in that the entire content of the publication is devoted to historic and contemporary Pennsylvania. The editorial policy pursued is to maintain a balanced presentation of Pennsylvania in art, music, history, literature and the sciences. Through popular rather than technical articles the contributors to the magazine have made the topics presented of interest to teachers and students in secondary schools and colleges.

Cooperating in the compilation of articles in this magazine have been the leading museum and cultural institutions in the Philadelphia area. As a reference source it is providing valuable information for the correlation of the teaching of art, music, history, science and English with Pennsylvania contributions to the arts and sciences. Feature articles, profusely illustrated, are contributed by world authorities on art, music, architecture, history and the sciences. A book review section is devoted exclusively to new books which are either written by Pennsylvanians or which in content are related to our Commonwealth.

The magazine is published in Philadelphia by the Pennsylvania Arts and Sciences Society at 338 South 15th Street. The last issue was devoted to Pennsylvania Folk Lore and was dedicated to the Folk Festival held at Bucknell University.

FUTURE FARMERS OF AMERICA

(Concluded from Page 18, Column 3)

F. F. A. who received the American Farmer degree, highest honor given by the organization.

Representing Pennsylvania

- Dairy Judging Team
 - Harold Swart, Waynesburg, Greene Co.
 - Vida Kirin, Russell, Warren County
 - Glenn Vandermark, Dimock, Susquehanna County
 - C. F. H. Wuesthoff, (coach) Warren Co.
- Livestock Judging Team
 - Clarence Mosholder, Stoneycreek Township, Somerset County
 - Milton Jones, Waynesburg, Greene County
 - Walter Rolfolski, Youngsville, Warren County
 - G. F. Dye (coach) Stoneycreek Township, Somerset County
- American Farmer Degree Candidates
 - Glenn D. Mains, Jr., Newville, Cumberland County
 - Harold Hutchison, Claysville, Washington County
 - Francis Putnam, Troy, Bradford County
 - Samuel Bashore, of Derry Township, Dauphin County, is President of Keystone Future Farmers of America Association; and H. C. Fetterolf, is State Adviser of the Keystone Association, and a member of the National Committee in charge of the Vocational Judging Contests. F. C. Bunnell, Superintendent of Agriculture, Beechwoods Vocational school, also attended the Convention this year.

ANTICIPATING ANNIVERSARIES

DECEMBER

- 3 Gilbert Charles Stuart, 1755-1828. Portrait Painter—Creator of the famous Stuart Portrait of George Washington. Elected to the Hall of Fame 1900.
- 4 Thomas Carlyle, 1795-1881. Scottish Essayist and Historian.
- 5 International Golden Rule Week Begins
- 5 Martin Van Buren, 1782-1862. Eighth President of the United States.
6. Saint Nicholas, Patron Saint of Children.
- 8 Eli Whitney, 1765-1825. Inventor of the Cotton Gin. Elected to the Hall of Fame 1900.
- 8 Horace (Quintus Horatius Flaccus), 65—8 B. C., Roman Poet.
- 9 John Milton, 1608-1674. England's Great Puritan Poet, One of the Greatest in the World.
- 10 Thomas H. Gallaudet, 1787-1851. Pioneer Educator, Founder of the Work for the Deaf in America.
- 11 Robert Koch, 1843-1910. Physician, Pioneer in the New Science of Bacteriology
- 12 Pennsylvania admitted to Union 1787.
- 12 One Hundred Fiftieth Anniversary of the Ratification of the United States Constitution by Pennsylvania.
- 12 Washington, D. C. became the permanent home of the United States Government in 1800.
- 17 John Greenleaf Whittier, 1807-1892. "The Quaker Poet," Editor and Reformer. Elected to the Hall of Fame in 1905.
- 17 Joseph Henry, 1799-1878. Inventor of Electro Magnet, Secretary of the Smithsonian Institution. Authority on Acoustics. President of the National Academy of Sciences. Elected to the Hall of Fame in 1915.
- 17 Aviation Day. First Successful Flight by Wright Brothers at Kitty Hawk, North Carolina in 1903.
- 21 Forefathers' Day. Landing of Pilgrims at Plymouth Rock 1620.
- 22 Winter Begins—Shortest Day of the Year.
- 24 Benjamin Rush, 1745-1813. Physician and Patriot. Signer of the Declaration of Independence. Among the Educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
- 24 Matthew Arnold, 1822-1888. English Poet, Essayist and Critic.
- 25 Christmas.
- 27 Louis Pasteur, 1822-1895. Biological Chemist, Founder of Preventive Medicine.
- 28 Woodrow Wilson, 1856-1924. Statesman and Twenty-Eighth President of the United States.
- 29 Andrew Johnson, 1808-1875. Seventeenth President of the United States.
- 29 First American Y. M. C. A. Established in Boston, 1851.
- 30 Rudyard Kipling, 1865-1936. English Poet and Story Writer.
- 31 New Year's Eve.

SCHOOL CALENDARS

DECEMBER CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Section of Law	Form No. of Report
1	Annual Report of County Institute.....	2110	
	Meeting of Teachers Report (Annual Institute).....	2110	
1	Annual Report of Consolidated Schools.....		RUR-1
1	Organize School Board; Election of President and Vice-President	301-FF	
1	Secondary School—Practical Arts Report.....		PIHS-2
1	Vocational Home Economics Evening Schools.....		PIXV-1
1	Continuation Schools Application for Approval for Federal Aid and Tentative Budget.....		PIVE-2
1	Secondary School Classification Report.....	1701	PIHS-1
1	Vocational Trade and Industrial Schools Report of Classes Operated for Employed Persons.....	3401	PIXV-2
1	Secondary School Vocational Trade and Industrial Report.	3401	PIHS-V3
1	Industrial Arts Report.....	1701	PIVE-10
1	Home Economics Classes—Report on General Home Economics Classes	1701	PIVE-6
1	Secondary School Vocational Home Economics Report....	3401	PIHS-V2
1	Vocational Home Economics—Evening Schools Application for Approval for State and Federal Aid and Tentative Budget	3406	VOC-5 (Mimeo.)
1	Secondary School Vocational Agriculture Annual Report..	3407	PIHS-V1
	Application for Authorization to Operate a state-aided Department of Vocational Agriculture.....	3407	VOC-19
20	Members of School Boards (due after organization meeting in December)		PIBB-20

EDUCATIONAL PERIODICALS

Higher Education

Among the periodicals dealing with the higher education aspects of education are the following:

1. ANTIOCH NOTES
Antioch College
Yellow Springs, Ohio
2. BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
744 Jackson Place Northwest
Washington, D. C.
3. BULLETIN OF THE ASSOCIATION OF AMERICAN COLLEGES
19 West 44th Street
New York, N. Y.
4. JOURNAL OF HIGHER EDUCATION
Ohio State University
Columbus, Ohio
5. JOURNAL OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
1634 Eye Street Northwest
Washington, D. C.
6. JUNIOR COLLEGE JOURNAL
744 Jackson Place Northwest
Washington, D. C.
7. NORTH CENTRAL ASSOCIATION QUARTERLY
University of Michigan
Ann Arbor, Michigan

EDUCATION MEETINGS

DECEMBER

- 1 American Vocational Association Convention, Baltimore, Maryland (four days)
- 1 Second National Conference on Educational Broadcasting, Chicago, Illinois (two days)
- 6 Personnel Research Federation, New York City (two days)
- 27 Pennsylvania State Education Association, Harrisburg, Pennsylvania (three days)
- 30 Society of American Archivists, Philadelphia, Pennsylvania (one day)
- 30 American Historical Association, Philadelphia, Pennsylvania (two days)

JANUARY

- American Legion of Pennsylvania, Scranton, Pennsylvania
Pennsylvania Newspaper Publishers Association, Harrisburg, Pennsylvania
- 17 State Farm Show, Harrisburg, Pennsylvania (five days)
 - 21 College Presidents Association of Pennsylvania, Harrisburg, Pennsylvania (one day)